

Writing Program Faculty Handbook

Policies and Procedures for Composition Instructors

Compiled by the Writing Coordinating Committee
IUPUI Department of English
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SCHOOL OF LIBERAL ARTS

INDIANA UNIVERSITY
IUPUI

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INTRODUCTION BY DIRECTOR OF WRITING

The Writing Coordinating Committee is pleased to offer this Writing Program Faculty Handbook as a guide to the many policies, procedures, and contacts that faculty may need to know. Much of the information in this handbook is available on the Writing Program website, but we thought it would be handy to pull it all together in one place for faculty convenience. The Handbook will also be available on the Writing Program website as a pdf file, with active links to take you to the various web pages that are cited. It may feel a bit old-fashioned, but having this Handbook on your desk may bring you not only a touch of nostalgia (remember the days when we actually looked up phone numbers in a phone book?), but also a useful resource for dealing with a range of questions you and your students may have.

Those busy teaching writing classes may not always be aware of the overall structure of the IUPUI Writing Program. Located in the School of Liberal Arts English Department, the Program offers around 210 sections of its introductory writing courses each academic year. In recent years, we have offered roughly 8 sections of English W130 (whose students continue with the same instructor and classmates into a spring W131), 60 sections of W131, 20 sections of W132, 16 sections of W231, and 6 sections of honors courses (W140 and W150). We also offer around 25 sections of these courses in the summer. Descriptions of these courses are found in this handbook, as well as placement procedures and guidance for advising students about their second writing course.

The faculty reading this Handbook are, to our mind, some of the finest writing instructors in Indiana, if not the entire United States. This faculty includes tenured and tenure-line professors, full-time senior lecturers and lecturers, and part-time associate faculty, some of whom have years of experience, and some of whom are teaching for the first time. Together they make up a well-informed, thoughtful, professional, and engaged faculty. Many of our instructors have workplace and professional writing experience that enhances their teaching. We hope this Handbook will support faculty in the excellent work they do.

If you have suggestions for revisions or additions to this Handbook, please let us know.

Steve Fox
Director of Writing
on behalf of the Writing Coordinating Committee

August 2010 WCC members: Cathy Beck (EAP liaison), Terry Dibble (IUPUC liaison), Steve Fox, Julie Freeman, Tere Molinder Hogue, Jennifer Mahoney (associate faculty liaison), Mary Sauer (Associate Director), Anne Williams, Mel Wininger

CORE WRITING COURSES

Curricular Assumptions

These principles inform the curricula for all core writing courses and all program policies and procedures.

Writing is a complicated social activity that takes many forms and involves many processes. The context for any given writing task determines what forms and processes may be most effective, although we realize that the forms and processes appropriate for one writer may not work for another. Accordingly, we offer various approaches to working through the assignments, and we encourage students to become aware of the strategies that work best for them. We also encourage students to see that forms and processes that are effective for one situation may need to be modified for another situation. Writers need to learn flexibility and adaptability; we strive to teach writers to learn from the recursive processes involved with the production of a complex essay.

Students need time to work through the writing and thinking which assignments require. Time to write means time to think about what one has read, to think about different approaches to what one will write about, to make false starts, and to begin tentatively on drafts. It also means time to consult with peers and the instructor to develop drafts in ways unimagined initially. Time allows students to write and revise, and to discover the sorts of responses that are useful. Time allows teachers to intervene in students' writing processes, to offer techniques, suggestions, and feedback that can help shape formal papers. Accordingly, the curriculum is structured so that students write frequently, and get quick responses, but have ample time to revise before submitting work for grading.

Students need to make choices as they write, and writers must be involved in the assessment of their work. Writing involves choices at various stages of a writing process. Writers offer their work to others with comments and questions about the work completed thus far and with requests for specific sorts of feedback. Teachers need to help students learn to do this. Once they have had a chance to work on their writing and receive feedback, students must select from their work, reflect on it, and then assemble it for graded evaluation. Because it works from these ideas of process, portfolio assessment allows students to develop in individual ways, at different rates, while working towards goals and program standards. The portfolio assessment structure builds dialogue into the assessment process; it gives students and teachers the chance to write and talk extensively about students' development and progress.

Student writers must learn to reflect on their work. Writers make good decisions about their texts when they are aware of what they are trying to do and how well they are accomplishing their purposes. As a result, the organization of writing courses should include opportunities for students to pause, look back, and then look ahead; opportunities for reflection should be an important part of any writing course. The use of writer's statements, portfolio reflection essays, revision activities, and peer response activities promote reflection, and help writers learn to

understand their work. Successful writers set goals, and then take steps to meet those goals; the writing course provides a structure within which students can do that.

Language is a fundamental human activity. Writers come to understand themselves and their world through language. In our writing classes, we think, write, discuss, and form ideas; we work with language and through language in order to understand ourselves, each other, and the subjects we explore through writing. As students learn about academic expectations for language use, they better understand the full range of language uses in their lives. Our textbooks, assignments, and class discussions help illustrate formal expectations for language and format, while also introducing students to the richness of informal language, regional dialects, professional languages, and formal public dialects. Language choices are determined by context and audience, and our work with writer's statements and analysis of rhetorical situations introduces students to these concepts.

Placing into Writing Program Courses

Detailed information about placement is available on the Writing Program website:
http://liberalarts.iupui.edu/english/index.php/academics/wtgp/wtgp_policies

Guided Self-Placement

Students entering IUPUI do not take a placement test for writing. Instead, they self-place into one of three levels of composition classes.

The on-line Self-Placement Process consists of three steps which require them to go to the following website: <http://english.uc.iupui.edu/>

At this website

1. Students review information that will help them evaluate their writing skills.
2. Students read the information provided about the three first-year writing classes offered at IUPUI.
3. Students record their selection and complete an on-line survey about the process.

Students must follow these steps before seeing their advisors, and they are welcome to call the Writing Program office at 317-274-3824 if they have any questions.

Transfer Students

Transfer students fall into many different categories. A brief summary is provided here, but transfer students should consult their advisor or contact the Writing Program office for full information. They can begin by consulting the website above.

- Transfer students who are required to take Elementary Composition I (because they were not given credit for an introductory composition course at another university) should visit the guided self-placement website.
- Transfer students who fulfilled all or part of the composition requirement at their previous university will not necessarily have fulfilled it at IUPUI. If they are given transfer credit for W131, they can then consult with their advisor about a second writing course required by their degree program.
- If they do not have transfer credit for W131 but did take what they think is a comparable course, they can seek comparable credit (see below).
- If they fulfilled the requirement at the previous university through SAT or ACT scores or some other placement test, they may apply for special credit or use the guided self-placement process to determine if a first-semester course would be appropriate and helpful.
- An advanced transfer student (junior standing or above) without W131 credit should talk to the Writing Program, especially if they had an advanced writing or writing intensive course at their previous university.

Comparable Credit

Students who have taken a course at another accredited university that has not transferred to IUPUI as a writing course needed for a degree requirement may ask the Writing Program to review the other course and consider granting credit for an IUPUI course. The form is available on the placement web page.

Special Credit for W131

Only in the situations below are students eligible to apply for special credit for English W131:

- If a student scored 4 or 5 on the Advanced Placement (AP) exam in English Language and Composition, the student will be given credit for W131 when the score is submitted to the admissions office.
- Transfer students without comparable credit for W131 may submit a special credit portfolio for W131 credit.
- Students who are accepted into the Honors Program upon initial admission to the University may submit a special credit portfolio for W131 credit.

Special credit portfolios will be evaluated by a committee of writing faculty. The range of work included in the portfolio will determine whether the student has already attained the goals of W131, Elementary Composition I. If the portfolio does not earn the student credit for W131, the committee may recommend that the student enroll in W140, an honors composition course.

The portfolio should include three pieces of writing which, on the whole, demonstrate the student's ability to:

- complete a researched writing assignment. The writing may draw on articles, books, interviews, or other data.
- complete different kinds of writing tasks. The three pieces in the portfolio should show some variation; students should not submit three book reviews, for instance, or three personal essays.
- analyze source material (readings, statistics, interviews, etc.).
- organize and focus an essay which grapples with an issue of some complexity.
- explain his or her writing processes.
- engage in a reasoned argument.
- use the conventions of Standard Academic English, including the use of in-text citations and bibliographies.

Each piece of writing must be accompanied by a statement that explains:

- when the piece was written.
- the process used to write the piece (any kind of process that worked for the student is fine; we aren't looking for any particular process).
- what context it was produced in (a course, on the job, etc; if produced for a course, the student should describe the assignment).
- what qualities in the piece the writer wishes us to notice.

In addition, a cover letter should describe the writing experiences the student has had and make a general argument about why the student should receive credit for English W131. The letter should also include the number of semesters enrolled at IUPUI, the student's school at IUPUI, plus student ID number, address, and phone. Questions about the portfolio should be directed to the Associate Director of Writing. The portfolio will be evaluated as soon as possible after we receive it; usually the student will receive a written response from the committee within two weeks.

Credit for W132, W150, or W231

The Writing Program has no special credit process for W132, W150, or W231. Requirements for these courses are determined by each school or degree program at IUPUI, so students with questions about writing course requirements beyond W131/W140 should first talk to their major or school advisor. Advanced transfer students who had a second-level writing course that seems comparable to W132, W150, or W231 but do not have transfer credit for one of those courses may contact the Writing Program to have that course evaluated. The Writing Program cannot waive writing course requirements, nor can we give credit for a second-level writing course based on a student's advanced standing and having written a lot of research papers. We will however be glad to discuss concerns about course credit and placement with students.

W130/W131 Stretch Program Overview

The IUPUI Stretch Program, English W130/W131, offers students a yearlong introduction to the demands of college literacy by stretching the traditional W131 curriculum over two semesters.

In W130 and the accompanying section of W131 students compose full length essays, journal entries, and other short pieces of writing. Students have more time to practice and reflect as they develop academic literacy skills.

Just as important, because the pace of writing assignments is slower in W130/131, the curriculum provides students with more time to work on acquiring new reading strategies and new uses for reading as part of inquiry and writing. These additional reading assignments in W130 develop students' abilities to write the formal writing assignment and develop critical reading and thinking skills..

Ideally, students work with the same instructor for both semesters and stay with the same group of classroom peers, creating a supportive community of writers and learners.

The goals for the Stretch Program are the same as those for W131. Students successfully completing the entire Stretch Program demonstrate the ability to

1. Discover, explore, and analyze ideas in order to write with a strong sense of ownership
2. Participate productively in discussions about writing
3. Create a clear focus or strong thesis and provide sufficient support
4. Use sources effectively by synthesizing ideas, integrating them smoothly, and documenting them correctly
5. Learn to reflect on their writing practices to improve them
6. Shape, revise, and edit their writing to meet the concerns of purpose and audience.

W131, Elementary Composition I

W131 is a writing course required for all IUPUI degree programs. W131 focuses on preparing students to write effectively in the university and beyond through its emphasis on developing an effective writing process. A wide range of writing experiences helps students improve their ability to focus a piece of writing, to develop it sufficiently, to organize it effectively, and to revise and edit it successfully. Because effective writing depends upon effective thinking, critical thinking skills are also developed throughout this course.

Students successfully completing W131 demonstrate the ability to

1. Discover, explore, and analyze ideas in order to write with a strong sense of ownership
2. Participate productively in discussions about writing
3. Create a clear focus or strong thesis and provide sufficient support
4. Use sources effectively by synthesizing ideas, integrating them smoothly, and documenting them correctly

5. Learn to reflect on their writing practices to improve them
6. Shape, revise and edit their writing to meet the concerns of purpose and audience

Students will demonstrate the successful achievement of these goals by submitting portfolios that include drafts and responses from classmates and the instructor, finished formal essays, writer's statements discussing the composition of the individual essays, and an essay reflecting on the ways the work of the portfolio reflects achievement of the course goals and a student's growth as a writer. In addition, shorter writing assignments (such as summaries or revision plans) and responses to others' drafts may be a required part of portfolios. The midterm portfolio is worth roughly 1/3 of the semester grade; the final portfolio is worth roughly 2/3 of the semester grade.

The English for Academic Purposes (EAP) Program

The EAP Program is designed for students who are non-native speakers of English. Classes are smaller than those for native speakers of English so students can receive more individual attention from their instructors. EAP writing instructors hold at least Master's degrees and/or certificates in Teaching English as a Second Language.

Students who are non-native speakers of English must take the EAP Placement Test upon admission to IUPUI to determine which writing course they need to take first: W001, Fundamentals of English, or W131, Elementary Composition I. Students who are placed into W131 must receive permission from the EAP Program before they can register.

More information about the EAP Program can be found online at: <http://eap.iupui.edu>

Students, instructors and academic advisors can contact the EAP Program office at:

EAP Program
Cavanaugh Hall 341
425 University Boulevard
Indianapolis, IN 46202
(317) 274-2188
esl@iupui.edu

EAP Writing Courses

W001, Fundamentals of English

Students whose EAP placement test indicates they are not yet ready for W131 must take W001 first. Credit for this course does not count toward a degree; however, grades awarded will be included in the student's grade point average. A grade of C or higher in W001 is required before a student can advance to W131.

This course develops academic writing skills through in-class instruction in invention, focus, development, organization and revision. Students compose a range of writing assignments

beginning with a variety of paragraph organization structures and ending with a thesis-driven essay. Students practice English sentence patterns, word choice and idiomatic expressions. The course includes grammar review and instruction as needed. Evaluation is based on a portfolio of the student's work.

W131, Elementary Composition I – EAP

This course is for non-native speakers of English whose EAP placement tests indicate they are ready for EAP W131 or who have taken W001 and received a grade of C or higher.

The course is identical to that described above for native speakers of English except that class size will be smaller and instructors will be certified to teach English for non-native speakers of English.

W132, Elementary Composition II

Elementary Composition II, W132, is an IUPUI Writing Program course designed to fulfill a portion of the general education requirements for students in the School of Liberal Arts, Science, and Education, among others. With its charge to introduce students to writing in an academic setting, W132 avoids the how-to-write-a-research-paper label by focusing instead on a process of purposeful inquiry that engages the student in a quest for understanding about a significant current issue rather than in an effort to simply compile information. By the time the quest is completed, the student will have explored the various perspectives on that issue by reading, analyzing, and evaluating a variety of texts. The outcome of all this work is a researched argument in which the student takes and supports an informed position on the issue.

Students in this theme-based class gain experience in a variety of tasks that prepare them for conducting research and writing in other courses. They conduct extensive research, compose research documents such as the annotated bibliography and literature review, develop research questions and proposals, identify and evaluate various kinds of evidence, and employ the conventions and strategies of written argument. They become familiar with the purposes of documentation systems and confront the responsibilities of ethical research writing. They also employ a variety of strategies throughout that universal process of drafting, revising, and editing. Please direct questions to W132 Course Coordinator Anne Williams.

Students who successfully complete this course will learn:

1. To read analytically, identifying claim, main supports, and other significant elements of varied kinds of texts
2. To read critically, evaluating evidence and other significant elements of varied kinds of texts
3. To develop the skills to conduct basic research via print and electronic sources

4. To develop significant research questions and to identify the varied positions regarding those questions
5. To produce documents common to the research process
6. To move from research questions to a researched argument via a process of inquiry, drafting, revision, editing and reflection
7. To control and synthesize information drawn from sources
8. To produce an organized and well-developed argument supported by credible evidence and offering appropriate audience appeals
9. To produce written work appropriate for an academic audience

W231, Professional Writing Skills

Professional Writing Skills (W231) is a Writing Program course for students in diverse majors. It fulfills a second writing class requirement for students in the Schools of Liberal Arts, Public and Environmental Affairs, Physical Education, Tourism, Convention, and Event Management, and Social Work, among others. It also carries elective credit under the English Major. Students are required to complete W131 (or a comparable composition class) with a grade of C or higher before enrolling in W231. Depending on enrollment figures, around 15 sections are offered each semester, with all sections meeting in computer classrooms every other class session.

W231 introduces students to writing in workplace settings and focuses on the development of research skills that will be of value not only in the workplace, but also in upper-level courses in the student's major. The course assignments integrate previous writing experience with the discovery of the conventions of workplace writing, while a collaborative climate supports student responsibility for learning as they analyze and work within the constraints of various rhetorical situations typically encountered on the job.

During the first part of the semester, students complete one or two writing projects, each graded individually. (The number of early projects assigned depends on their complexity.) These assignments introduce students to the various genres in professional writing before they move on to learn research methods and to practice research-based writing through an extensive applied research project. The project allows students to put the writing principles learned in the first part of the course into practice by addressing a current problem in a local business or organizational setting.

With an emphasis on information retrieval skills, analysis, interpretation, and application of findings, the project is done in collaborative teams, allowing students to develop expertise in team dynamics, an important qualification for personal growth and advancement in many

careers. The focus of the project is a current significant problem within a local professional community for which alternative solutions are possible. Writing in a “real-world” situation helps prepare students for the challenges they will encounter when writing on the job. Teams choose their target organizations by contemplating their majors, jobs, volunteer work, student organizations, and local communities, determining the problems experienced within each. Next, students conduct secondary and primary research to identify potential solutions.

Sequenced to promote student success, the written assignments include a research proposal, an interview guide, an annotated bibliography, a literature review, a primary research instrument, and a recommendation report. The approach to problem solving taught in W231 not only emphasizes the value of teamwork and information retrieval skills, but it also prepares students for the creative and independent thinking expected in the workplace.

By the end of the course, successful students will have the ability to:

- Determine the appropriate content, format, and style for creating effective workplace documents.
- Adapt their writing to different situations, audiences, and purposes.
- Organize documents clearly and effectively for the intended audience.
- Expand their teamwork skills as they collaborate effectively in groups.
- Develop good research questions and strategies.
- Think critically about rhetorical concerns as they gather, evaluate, interpret, and apply information accurately, logically, and ethically.
- Produce accessible, well-designed documents.
- Develop a clear, concise writing style.

W140 and W150, Honors Courses

English W140, offered in both the fall and spring semesters, shares the goals of W131. It offers a stronger emphasis on argumentation and introduces research techniques at a very basic level.

English W150, the second course in the Honors sequence, is open to students who receive special credit (exemption) for W131, receive a grade of C or better in W140, or secure the permission of the W150 instructor. This course replaces either the W132 or W231 requirement for most schools. W150 is offered in each spring semester but only in some fall semesters, depending upon demand.

W150 allows students to develop the processes and skills required for independent research within a certain academic field. Students conduct both primary and secondary research as they

explore a topic and report those findings in ways specified by the instructor of W150 and adapted to the academic area being investigated by the individual student.

Drawing on aspects of W132 and W231, W150 has the following goals:

Students successfully completing W150 in will be able to:

- generate and complete independent research;
- structure and write arguments to present conclusions that are based on critical thinking, logical support, reliable evidence, and appropriate rhetorical appeals
- retrieve appropriate research through the library system, through the Internet, and through primary methods of research;
- evaluate primary and secondary source material in light of specific projects;
- integrate and synthesize outside sources with the student's own ideas in creating an effective argument within the student's field;
- revise technically and conceptually, including appropriate documentation systems;
- work effectively within a collaborative group.

University Writing Center

The Writing Program's service arm, the University Writing Center supports IUPUI students, faculty, and staff who write. It houses a vibrant collaboration between faculty and student tutors, as well as among the writers with whom those tutors work. Its staff of almost 40 Writing Program faculty and students (who successfully complete W396: the Writing Fellows Training Seminar) work together to offer writers the opportunity to work one-on-one with experienced readers and writers.

- UWC pedagogy complements curricular assumptions in both the Writing Program and the English for Academic Purposes (EAP – formerly ESL) Programs.
- The UWC is not a remedial service: tutors work with all writers - experienced and inexperienced.
- For more information about the University Writing Center, its tutors, FAQs, and services, visit its website at www.iupui.edu/~uwc
- Faculty might be particularly interested in the UWC's printable handouts, on a variety of writing-related topics, at www.iupui.edu/~uwc/handouts.html

To better serve the IUPUI community, UWC services are offered at two convenient locations, both staffed with the same experienced faculty and student tutors.

- Cavanaugh 427 (274-2049), and
- University Library 2125 (278-8171).
- For up-to-date information about hours of operation each semester, visit the UWC's website at www.iupui.edu/~uwc/locations.html

Contact Tere Molinder Hogue, UWC Coordinator, at tmhogue@iupui.edu or 317-274-5650 or CA 502J with questions and/or concerns.

Advising Students on Their Next Writing Course after W131: What is the Difference Between W132, W231, and W150?

W131 and W140 students often consult their instructors about which writing course to take next. While first-year composition instructors can help them understand the differences between W132, W231, and W150, students should consult their advisors to be sure of their degree program requirements before making a decision. All three courses emphasize research skills; however, W132 involves academic writing done in an academic setting, while W231 focuses on workplace writing directed to a real-world client in the community. W150 is an honors writing course that replaces W132 or W231 for students in most programs, with a similar amount of course work. (Note that students may not take W132 and W231 with the H-option.)

EMPLOYMENT INFORMATION

Resources and Responsibilities of Adjunct Faculty

Newly hired associate faculty will be asked to sign a form like this; the form will be updated yearly. Fuller information on these items can be found in this Handbook.

Teaching Responsibility Form

The IUPUI Department of English is pleased to welcome you as a member of its associate faculty. Keep one copy for your records; sign and return the other to Vicki Hale.

Copy Code: Your copy code will be given to you when you complete your hiring paperwork. Copiers are located in CA 313 and CA 507.

Parking Permit: The School of Liberal Arts provides a parking permit. You will receive an email when it is time to pick it up.

Network ID: Your network ID will be available 2-3 weeks after all payroll forms have been submitted.

Office Hours: In addition to regularly scheduled course meeting times, faculty members must keep a minimum of one office hour per section per week for student conferences.

Adjunct Faculty Offices: Office hours should be included in your syllabus. Adjunct faculty offices are located in CA 313. See the CA 313 Coordinator for your mailbox, mailbox combination, cubicle space, and drawer space. Tell students how to contact you (email and/or personal phone); depending on how CA 313 is staffed, students and others may be able to contact you at 274-0570. When CA 313 is locked, you will need a door code to enter.

Course Evaluations: All School of Liberal Arts faculty members are required to have students complete evaluation forms at the end of the semester.

I.D. Card: For a fee, you may purchase a faculty/staff ID card (the JagTag). The JagTag/I.D. office is located on the second floor of the Campus Center Building. You must present a photo ID. You can check your faculty status here: <http://www.jagtag.iupui.edu/departments/staffstatus.aspx>

Salary: At the present time those with Ph.D.s and other terminal degrees earn \$XX per 3-credit course. First year faculty earn \$XX, second year faculty earn \$XX, and faculty who have taught 3 years or more earn \$XX.

Faculty Development: During their first semester with the Writing Program at IUPUI, new faculty members attend a 10-hour structured orientation program. During the second, they complete another 10 hours of orientation designed by themselves and a course coordinator. New faculty members are hired to teach for one semester on a probationary basis. Hiring for subsequent semesters is based on a positive report (made by a member of the Writing Coordinating Committee who observes the faculty member teach a class) and the successful completion of other orientation activities, which include three faculty workshops (in late summer, fall, and spring), a portfolio-reading meeting at the end of each semester, five orientation meetings during the fall semester, and four written assignments.

I accept the offer of employment as detailed in the accompanying letter and agree to abide by the policies above.

Signature _____ Date _____

New Instructor Orientation

The Writing Coordinating Committee plans, presents, and evaluates orientation opportunities for part-time writing faculty. The Writing Coordinating Committee is composed of course coordinators as well as other members of the rhetoric and composition faculty of the Department of English.

All new part-time instructors of writing are required to complete 20 hours of orientation in the first year of employment in addition to attendance at the August, fall, and spring workshops. This orientation is supervised by the coordinator of the course the instructor is teaching, and on occasion by a second coordinator, with help from the other members of the Writing Coordinating Committee.

Instructors who have completed the 20 hours successfully and whose course evaluations have been reviewed will no longer be considered probationary. They will receive a small pay raise, and they will have their teaching assignment requests categorized in line with those of other veteran faculty.

In special circumstances, an instructor may complete the first semester of orientation hours individually with a course coordinator; however, this is not the preferred system and is rarely used. An instructor who fails to attend orientation and complete orientation requirements will be notified that he or she will not be re-hired.

Classroom Observations

Members of the Writing Coordinating Committee observe new faculty at least once during the first year of teaching. These observations are planned and include conversation between the new faculty member and the WCC member both before and after the observation. Observers consider how an individual instructor uses activities reflecting the values of our program (collaboration, for example), how clear the instructional presentation is, whether a variety of activities and experiences are part of the class day, how well students interact with one another, and how well the instructor interacts with students. The WCC member writes a report on the observation, which is then discussed with the faculty member, signed by both parties, and placed in the personnel file of the faculty member. Second observations are done if either party feels they would be beneficial.

All new faculty members meet at least once in conference with a member of the Writing Coordinating Committee. While frequently this meeting may be the same one that follows the observation, more than one meeting may be productive. The purpose of the conference is to discuss theory and pedagogy and to review a set of papers with instructor response. Instructors have an opportunity not only to show what they have done with the information from the formal orientation sessions but also to ask questions and get further ideas.

The Writing Coordinating Committee reviews the student evaluations from new instructors' classes immediately at the end of the first semester of teaching. Faculty also are urged to read the evaluations after every semester, but especially after the first one. If the WCC sees a concern in the evaluations, the faculty member meets with the course coordinator to discuss those concerns. The student evaluations are one of the components taken into account before a new instructor is offered a class the following semester. The WCC also looks at completion of the first half of orientation, reports from the orientation leaders, the results of the observations, and comments from the post-observation conference or other conferences.

Application and Assignment of Teaching for Part-Time Instructors

Applying

- Each continuing member of the associate faculty for writing will receive a teaching request form prepared for each semester at about half way through the previous semester. These will be distributed either through e-mail or to campus mailboxes unless the instructor teaches only off campus; that form will be mailed to the home address of the instructor. It is the responsibility of associate faculty members to follow-up on requests forms if they do not receive them in a timely manner. The approximate times for requests forms to be released are listed below:

for a fall semester	mid-March
for a spring semester	late October
for summer sessions	late February

- The request form will give a due date. Those forms coming in after that date may miss the first round of assignments.
- Faculty need to complete all parts of the form to facilitate fair and complete staffing.
- Faculty wishing to teach a course new to them must contact the course coordinator before requesting the course. Some orientation and/or class visits may be necessary.
- Faculty wishing to take a semester or two leave of absence should read the page in this booklet that explains the procedures for requesting a leave.

Making Assignments

- Class instructor assignments will be made by the Associate Director of Writing in consultation with the coordinators of the courses.
- Veteran instructors are assigned first, followed by instructors who have finished their first semester of teaching. New instructors will be assigned classes last.
- Part-time instructors teaching in a TLC or teaching a U110 attached to a writing class will be assigned those classes when the schedule is first submitted months before other part-time instructor assignments.
- Assignments for faculty completing their first two semesters will be probationary based on a review of class observation, student evaluation, and successful orientation completion.
- ALL assignments for part-time instructors are tentative. Changes may be necessary if a class is cancelled, a full time instructor loses a class and needs to pick up one of the writing classes, or other unforeseen problems. All attempts will be made to notify instructors as soon as possible concerning changes.
- Instructors are asked to notify the Associate Director and the course coordinator AS SOON AS POSSIBLE if the faculty member cannot accept the assignment.

A Faculty Teaching Assignment in the University Writing Center

Teaching Writing Beyond the Classroom:

Some of the Writing Program's ablest faculty opt to teach in the University Writing Center. After teaching core writing courses for a year and becoming familiar with Writing Program

pedagogy and practices, part-time and full-time faculty may consider a teaching assignment in the UWC. A teaching assignment in the UWC

- Is the equivalent of teaching one 3-credit course in terms of pay and program advancement.
- Requires faculty to tutor 10 hours a week (scheduled arranged classes taught and taken, home, other work commitments, etc.), and 4 hours during Finals Week.
- Requires attendance at the UWC's Fall Workshop and inservice workshops.
- Includes participation on an active listserv (Hermione-l), and offers opportunities to identify and initiate service projects.
- Demonstrates how students experience writing beyond core writing classes, affording insight and expertise faculty can take back into their own classrooms
- Offers energetic interaction with a mutually stimulating community of writers and word nerds.

Tutoring Enhances Pedagogical Expertise

Faculty tutors bring expertise gleaned from one-on-one conferencing with their own students into the UWC. They also learn and implement writing center best practices. Tutors engage in formative rather than summative assessment – teaching themselves ways to teach deep revision more effectively.

Tutors work with student writers from various schools and disciplines. They teach themselves how to respond to this diversity by asking abundant questions. These discussions offer insight into how and what students are expected to write across the university. This insight allows faculty to connect the writing students practice in core writing classes with the writing they will do in other courses.

Mentoring Student Tutors and Each Other

The UWC is a collaborative, interactive community. Veteran tutors orchestrate interactions with new student tutors (fellows) and faculty tutors, helping them learn UWC policies and procedures, trading tutoring strategies and advice. Conversation about tutoring and writing comprises important ongoing inservice for both faculty and fellows.

Fellows study composition theory and writing center best practices in W396; they typically are conscientious students, very motivated to learn about writing and tutoring. However, at least one faculty tutor is “on the floor” at all times, available for consultation.

Extending the Mission

Faculty tutors act as UWC ambassadors, visiting Writing Program classes each semester to publicize UWC services; they may visit classes outside the Program as requested by faculty. As they gain experience, they may be asked to work with faculty in other schools and disciplines who want to increase the role of writing in their classrooms. These experienced tutors may present workshops on writing-related topics, adapting them to particular disciplinary and/or faculty needs.

Requesting a UWC Teaching Assignment

Contact Tere Molinder Hogue, University Writing Center Coordinator, at tmhogue@iupui.edu.

Leave of Absence

Writing part-time instructors who have completed all of the orientation requirements for new faculty and who have taught at least two full semesters in the program may request a leave of absence for one or two semesters.

The request for a leave must be in writing to the Writing Coordinating Committee and should include how long a leave is being requested. This notification is due at the same time as requests for class assignments each semester. In addition, the instructor should immediately notify the course coordinator of the request.

Instructors on leave may not be kept on the mailing list; thus they are responsible for requesting a teaching assignment request form for the semester they plan to return.

In most cases instructors will return to teaching with no required orientation and no change in pay level. The exception to this is the adoption of new curriculum in the course the instructor plans to teach. In this case some orientation will be required, as determined by the course coordinator.

Instructors taking more than one full academic year leave may be required to re-interview and attend orientation sessions. Depending on the amount of time since the instructor last taught, the pay level may be affected.

Faculty Absence

Indiana University faculty are expected to meet all classes as officially scheduled. In the event instructors know in advance that they cannot teach a particular class session due to reasons known in advance, they should seek approval from the appropriate course coordinator or the Director of Writing and make every effort to arrange for a qualified substitute. This process can be facilitated by posting requests to the writing program course listservs or placing a sign in CA 313 asking for a sub. Frequently, faculty are willing to switch days; in other cases, an instructor may wish to be paid. These arrangements are between the two instructors; the Writing Program does not take any active role in locating substitutes.

When last-minute situations arise which prevent instructors from meeting their classes, they should first of all notify students through Oncourse, providing some type of activity or work, and then call the Writing Program office at 274-3824.

Instructors may wish to state a policy on their syllabi regarding weather-related cancellations. The best approach would be to direct students to Oncourse for information and directions from the instructor. This said, IUPUI encourages instructors to cancel class only when absolutely necessary.

Adverse weather conditions rarely cause university classes to be canceled. When the administration does close the campus, they will announce it by means of a phone and/or e-mail message through the campus emergency notification system. Students and instructors need to be sure that the campus has updated phone numbers. Area television and radio station are also notified of closings.

Office Hours and Conferencing

The School of Liberal Arts and the English department require all faculty to arrange for office hours, during which faculty make themselves available to field questions, clarify assignments, discuss draft responses, etc. Each faculty member should set aside *one hour per week per class* for office hours. These hours should be listed on course syllabi and posted near faculty offices (outside CA 313 cubicles or on office doors). Some faculty may find it useful to schedule individual appointments with students whose busy schedules preclude meeting with instructors during posted office hours.

Writing program faculty are encouraged to require one conference with each student during the semester. Providing a handout on which students record the date, time, and location of conferences helps prevent most from missing appointments and serves to emphasize the significance of these meetings. Conferences are more productive if faculty set an agenda, linking conferences to specific assignments or portfolio preparation; brainstorming questions in class or providing students with an outline of what they should have ready will help focus conferences.

Instructors may cancel one class each semester to facilitate conference time. Cancelling more than one class session may signal to students that class time is not that important.

In addition to attending a conference, students may attempt to reach their instructor through e-mail or telephone. While instructors are not required to provide students with a home phone number, they should give students the CA 313 or other office number. E-mail is best accomplished through Oncourse. The Writing Program requests that instructors return phone calls or e-mails from students within two week days.

Faculty ID/JagTag

Faculty may obtain a photo faculty ID for \$10 from the Campus Card Service in CE217. Check the website for hours (jagtag.iupui.edu/contactus/index/index.aspx). Proof of employment can be obtained from the Writing Program office.

The faculty ID card serves as a library card and may be used to draw on an account for food and bookstore purchases. For more information, call 274-5177.

Parking

A current IUPUI parking permit must be displayed in every vehicle; parking policies are enforced 24 hours a day, 7 days a week. The Writing Program cannot waive or pay parking tickets that faculty receive (although in certain situations we have written an appeal to Parking Services).

Full-time faculty must purchase their own parking permits annually. Permits are usually renewable for the coming academic year sometime in May; renewing can be done online or at the Parking Services office in the Vermont Street garage. Pay close attention to any emails that come from Parking Services about such dates and changes in policies.

The School of Liberal Arts purchases parking permits for associate faculty each semester they are teaching. Permits must be signed for in CA 403; information required includes driver's license number, license plate number, and make, model, and color of vehicle. Questions or concerns may be addressed to the Writing Program secretary or the Director of Writing, though you may also contact Parking Services directly about their policies. Associate faculty who prefer to purchase a different permit from the one provided (such as an "A" or garage permit) may do so through Parking Services, but they will not be reimbursed.

Those who have a state-issued handicapped license plate or tag are eligible for an IUPUI handicap parking permit, which may be used in any lot. Applications are available at the Parking Services office.

Jump-start and escort services are available to cars parked on the main campus (274-7233), and free shuttles with stops around campus run continuously on various routes.

Consult the Parking Services website for more information:

<https://www.parking.iupui.edu/index.html>

Faculty Complaint Procedures

The WCC realizes that occasionally faculty may have complaints regarding instructor privileges, treatment by students, and actions by the WCC. Unresolved complaints should be taken to the course coordinator. Failing resolution there, the instructor should discuss the issue with the Director of Writing. If the issue still cannot be resolved, the faculty member may talk to the Chair of the Department of English.

Some questions and concerns related to curriculum or teaching can be relayed by part-time faculty to the WCC through the part-time faculty representative on that committee. The School of Liberal Arts encourages faculty to bring issues related to working conditions, such as office space, to the Associate Dean for Faculty. Another resource is the Associate Faculty Coalition at IUPUI. Issues related to discrimination and equity can be addressed by the Office of Equal

Opportunity. Contact information for all these people and groups will be provided on the Writing Program website.

The University has a very specific system for dealing with disruptive students, presented in the "Policies and Procedures" section of this handbook. The course coordinator can help instructors work through this if action is required. The WCC urges instructors to deal with problems early and to keep their course coordinators informed.

FACULTY RESOURCES

The University Writing Center – “Because writers need readers”

The UWC supports IUPUI students faculty, and staff who write. Experienced faculty from the Writing Program and the English for Academic Purposes (EAP, formerly ESL) Program work alongside carefully trained student tutors. The UWC is particularly dedicated to supporting WP and EAP students *and* the faculty who teach them.

- It's a place where students writers can talk with experienced readers about writing projects
- The Center's pedagogy complements the Writing Program's curricular assumptions, providing a site where students receive additional support as they draft assignments and practice course goals.
- UWC services supplement -but do not replace - writing classroom activities, allowing students additional opportunities to participate in reader response and collaborative learning.
- UWC tutors act as experienced readers and writers, focusing on individual writers' concerns as they work one-on-one with students.

Conversation is central to writing center activity; it is a student-centered service. As they talk with tutors, students can potentially

- Learn to read and understand assignment sheets, plan and develop assignments, practice requesting useful feedback as taught in writing classes.
- Build awareness of personal writing processes and the decision-making required to write effectively.
- Discover and/or articulate ideas more clearly as they talk one-on-one with tutors
- Grapple with the complexities of language and of the role writing plays in developing critical thinking.
- Be encouraged to consult with faculty about their writing as appropriate.

Faculty can help students make optimal use of UWC services by:

Reminding students to bring assignment sheets.

- Tutors help best when students help them understand their writing projects and their instructors' expectations. Tutors help best when armed with assignment sheets.
- Early in students' writing processes, tutors may spend time helping students understand assignments, explore potential topics and plan drafts.
- Later in those processes, tutors use assignments sheets to help students assess whether or not the drafts they've written fulfill assignment requirements. Class notes, early drafts, writers' statements, instructor or peer comments also help guide tutoring sessions.

Encouraging students to visit the Center early in their writing process.

- Some students believe UWC services are valuable only as they finish papers. Not so. Tutors work to develop questioning skills, invite students to clarify tentative ideas, think critically, support their ideas with examples or evidence, avoid "dropping in" citations unconnected to their own ideas, etc.

Encouraging students to bring realistic expectations.

- The UWC is not a one-stop fix-it shop. A visit to the UWC is just one step on the road to becoming a more effective academic writer.
- Students must continue to work on their writing after they leave the Center; many schedule more than one appointment over time.
- Tutors can offer only limited response when students bring papers in at the last minute.

Encouraging students not to think of the UWC as a correction service.

- UWC tutors do not edit or proofread papers for students or accept "drop-off" drafts.
- Instead, tutors point out patterns of error and teach students strategies for recognizing those errors, then help them learn to correct those errors themselves.
- This learning process takes time, and all errors may not be addressed in a single session.

Reminding them to schedule appointments in advance!

- Especially before midterm and final exams, traffic at both UWC locations is **heavy**.
- Students should plan ahead and schedule appointments in advance so they can ensure

appointments at times convenient *and* allow themselves time to implement revision plans they discuss with tutors.

Considering required visits carefully. Requiring UWC visits has both advantages and disadvantages.

- **Advantages:** Required visits *do* get students into the Center to check out the support available. Once there, students may perceive the value of UWC tutoring sessions.
- **Disadvantage:** Some students schedule tutoring sessions at the last minute, allowing themselves little or no time for revision.
- **Disadvantage:** Some students schedule tutoring sessions only to get the Confirmation of Student Visit (CSV) sent to their instructors, paying scant attention and not engaging in tutoring sessions.
- **Suggestions:** Faculty who opt to require UWC visits might
 - * Review with students the kinds of help the UWC does and doesn't offer,
 - * Discuss the kinds of questions and/or concerns students might raise with tutors.
 - * Place deadlines - in advance of due dates - on required visits.

Associate Faculty Office Space

The associate faculty office is located in Cavanaugh Hall room 313. At least one office hour should be held per week for each section and listed on the student syllabus. Faculty will be assigned a mailbox in CA 313 and a filing cabinet drawer with a key. Cubicle space, with a desk and computer, as well as a printer, fax, and copier, are available for faculty use during their office hours. Sign-up procedures will be communicated to associate faculty by the CA 313 Coordinator. Since faculty members share cubicle space with other faculty members, all should be considerate of their colleagues by keeping the cubicles orderly and uncluttered. A list will be posted by each cubicle and by the row of mailboxes, after each semester begins, so that students can find their instructors.

Students may reach part-time faculty by telephone during office hours by calling 274-0570. At other times they may leave a message which will be retrieved and placed in the faculty member's mailbox.

In addition to the telephone number for CA313, instructors should give the Writing Program secretary's number (274-3824) to family members, schools and child care providers. Faculty must let them know this number is to be used for emergencies only, and the caller needs to make it very clear to the person answering the phone that it is an emergency. If necessary someone will walk to the class to get the faculty member.

Faculty members are responsible for checking their mailboxes at least once a week. Important departmental communications, telephone messages, and student papers will be placed there. For collecting student papers, faculty should also instruct their students to (1) put the instructor's name on the assignment, (2) place it in the black box located near the mailboxes in CA 313, (3) notify the instructor by email that the assignment is there, and (4) keep a copy of the assignment. Instructors must be careful about leaving portfolios or student work out in the open due to privacy issues.

A copy machine is located in CA 313. Melanie Curfman (CA 341) will assign copy codes.

Associate Faculty Organization

In the School of Liberal Arts at IUPUI, part-time faculty who teach on a semester-by-semester basis are called Associate Faculty. The Writing Program depends on associate faculty, who bring disciplinary knowledge, teaching experience, and professional expertise.

Associate faculty are encouraged to join the Associate Faculty Coalition, a campus-wide organization of associate faculty and their full-time faculty allies. Writing Program associate faculty have been instrumental in forming and building this coalition, whose mission is to gain visibility and respect and to improve working conditions for associate faculty at IUPUI. The Writing Coordinating Committee assures associate faculty that we support their involvement in this Coalition, and that their involvement will in no way jeopardize their teaching assignments with the program. In fact, the Director of Writing is an advisor to the Coalition. Information on joining the Coalition will be emailed to all associate faculty and links will be posted on the Writing Program website.

Although many people believe that solidarity and group action are the best routes to improved working conditions for all faculty, individual faculty are welcome to discuss their concerns with the Director of Writing, the Chair of the English Department, the Associate Dean for Faculty in Liberal Arts, or any other campus administrator or office.

Technology Resources for Writing Classes

The Writing Program strongly supports writing teachers who wish to integrate technology into their pedagogy. Technology can increase interaction and collaboration, teach process steps, demonstrate revising and editing skills, and help students develop critical research skills.

Pedagogical Support

- Julie Freeman, Instructional Technology Coordinator for the Writing Program, is available to discuss issues related to teaching composition using technology. She can be reached at 274-0092, jfreema@iupui.edu, or in CA 423 D.
- Assistance with instructional technology is also available from the [Center for Teaching and Learning](http://www.ctl.iupui.edu/) (http://www.ctl.iupui.edu/). The Center offers regular workshops as well as individual consultations on Oncourse, IU's online course management system, and many other topics related to teaching. Call 274-1300 for an appointment.
- The Writing Program Instructional Technology Committee (WPIT) seeks to establish procedures and offer resources that will provide assistance to faculty in their pursuit of teaching excellence through innovative application of technology. Faculty can bring issues to the committee's attention or volunteer to serve on the committee by contacting Julie Freeman at 274-0092.

Technical Support

The Knowledge Base is a database of thousands of answers to questions about computing is available at Indiana University's award-winning [Knowledge Base](http://kb.iu.edu/). (http://kb.iu.edu/)

The UITs Support Center (http://uits.iu.edu/) addresses general questions or problems concerning technology. Their services and hours are as follows:

- **ITHelpLive (live chat with a consultant):** Service available 8am-midnight every day at: <https://ithelplive.iu.edu/> IU Network ID required.
- **Phone support:** 317-274-4357, 24 hours a day, 7 days a week. After-hours assistance is limited, so if the problem cannot be resolved, a Support Center consultant will research the situation and return the call the next business day.
- **Walk-in support:** The UITs Support Center in IT 129 is open Monday-Thursday 8am-9pm, Friday 8am-5pm, Saturday 9am-3pm, and Sunday noon-4pm. On weekdays when classes are not in session, the Support Center is open 8am-5pm. The Support Center closes for some holidays, on Saturdays and Sundays when classes are not in session, and on Saturdays and Sundays of holiday weekends.
- **Email support:** ithelp@iu.edu Replies are sent within one business day.

Classroom Support: The classroom computers as well as those in Cavanaugh lobbies are maintained by Classroom Services through [University Information Technology Services](#) (UITs) at 274-8400. For projector issues, 274-8400 (Classroom Services) should yield a quick response. Other issues can be reported to 274-0779. If desired, you follow-up with an email message to Mark Russell (marusse@iupui.edu).

Liberal Arts Technical Services staff are available for faculty who need help with network services or office computing:

Levi Osborn , Technical Services Technician	CA 319A	274-2518	glosborn@iupui.edu
Mike Scott , Director of Technical Services	CA 001 D	274-2590	miscott@iupui.edu
Bill Stuckey , Network & Information Services Coordinator (including Oncourse)	CA001C	274-2978	wstuckey@iupui.edu
Joy Kramer , User Support Center (faculty office computers & printers)	CA 001B1	274-4790	jkramer@iupui.edu

Free Software

Free software can be downloaded from [IUWare](http://iuware.iu.edu), (<http://iuware.iu.edu>) such as Microsoft Office Professional Plus 2010, Photoshop Elements 8, and Creative Suite 5 Design Premium.

Training

[University Integrated Technology Services](http://ittraining.iu.edu/) (UITS) offers 3-hour classes for faculty and staff on Adobe, Excel, Dreamweaver, and many more. For more information, contact IT Training and Education at 274-7383 (<http://ittraining.iu.edu/>)

Reserving Computer Classrooms

Those instructors not teaching in a Cavanaugh Hall computer classroom who would like to reserve a computer classroom in Cavanaugh Hall (on a one-time basis or for several class sessions) can complete the online [form](https://db.liberalarts.iupui.edu/fms/) at <https://db.liberalarts.iupui.edu/fms/>

For availability of other computer classrooms (Student Technology Centers) on campus, such as BS 3003 and BS 3001, see “[How can I reserve an STC for a class?](http://kb.iu.edu/data/aezq.html)” at <http://kb.iu.edu/data/aezq.html>

Oncourse

Oncourse, IU's online collaboration and learning environment, powered by Sakai, supports teaching and learning, committees, projects, research, and portfolios for Indiana University's community of students, faculty, and staff.

Online Resources for Oncourse

- [Oncourse CL Quick Start: For Instructors \(PDF\)](#) – Getting started with Oncourse.
- [The least you need to know \(PDF\)](#) - Simple, basic step-by-step instructions.
- [In-depth materials \(PDF\)](#) - More guidance for common teaching tasks and tools.
- [Oncourse CL feature demonstrations](#) - 2-4 minute videos for students and instructors.

- [Customized How-to Guide: For Students or Instructors \(PDF\)](#) - Customized documents emailed to the user.

The [IUPUI Center for Teaching and Learning](#) 317-274-1300 thectl@iupui.edu provides support for integrating Oncourse CL into teaching.

Support for Teachers in Computer Classrooms

The English Department was one of the first in the country to offer composition classes in computer classrooms (in 1985), based on the knowledge that computers are the most powerful writing tools available. Using technology invigorates the teaching of writing by supporting the writing process, enhancing collaboration, fostering deep revision, and enabling rapid instructor and peer response. “[Activities for Teaching with Technology](#)” is a link to the Writing Program website which provides examples of productive and creative uses of technology in writing classes (http://liberalarts.iupui.edu/english/index.php/academics/wtgp/wtgp_tech_bp).

Our assumptions about teaching with computers are as follows:

- Computer classrooms are used primarily to support productive writing processes, particularly revision strategies, and to facilitate collaboration □ not as labs for completion of individual student work.
- The technology enables the pedagogy but does not drive the pedagogy.
- Class sessions in computer classrooms focus on the students and their writing, not on the computers or the instructor.
- The classroom environment facilitates the use of technology to increase interaction between students in ways that satisfy instructional goals.
- Technology is not taught as an isolated skill. Instead, new aspects of technology are introduced as needed to show students the role technology can play in producing effective writing.

Computer Room Switch Schedule

Currently, all sections of W132 and W231, and several sections of W131, meet in computer classrooms but only two computer rooms are available, CA 323 and 425. To increase the number of sections offered in computer classrooms, we use a switch schedule for classes meeting twice a week. This means the class will meet in a computer classroom (CA 425 or CA 323) one day a week and in a traditional classroom (CA 349 or CA 347) one day a week.

Instructors should pay close attention to the **teaching assignment memo** from the Writing Program office because it includes the switch schedule (which begins the **second** week of the semester).

First week of the semester: All class meetings are held only in the room listed on the Registrar's Schedule of Classes.

M/W and T/Th classes: The instructor's teaching assignment memo will indicate which day the class meets in the computer room and which day it meets in a traditional classroom. It will also state the room the class will meet in during the **first** week of classes.

Once a week classes: Most sections meeting once a week have access to both the computer classroom and the traditional classroom for the entire class session. It is important to meet regularly in the computer room—on alternate weeks, perhaps, or part of every class session—since the room is reserved.

The computer classroom door will be opened at least 15 minutes prior to class. Instructors who find the door locked when they arrive for class should contact a consultant, Vicki Hale in CA 423, or ask for a key at the Dean's office, CA 441.

Software in Computer Classrooms

On the desktops students will find MS Word, Publisher, Explorer, Firefox, PowerPoint, and Excel, as well as access to Oncourse and e-mail accounts. The University Library's home page can also be accessed in class for online research. Students should be required to use **Word** so they can easily access their files in class. If they do not have Word on their home computer, they may download free software from [IUWare](#) (available to faculty as well).

Planning the Syllabus for Computer Room Classes

It's a good idea for instructors to list **computer room policies** on their syllabi and to go over them with students the first time the class meets in the computer room. Following are some policies other instructors have included:

- Do not bring food or drink into the computer room (strict SLA policy)*
- Be aware that you are responsible for and can be held liable for activity on your computer accounts.
- Use *Word* so your files can be opened in class and in Oncourse.
- Don't type during lectures or discussions.
- Do not get on Facebook, check e-mail, or access programs other than those used during class.
- Use a flash drive *and* save files in your Workspace Resources in Oncourse; drive failure or loss of files is an invalid reason for failing to submit assignments.

*Instructors who wish to take water or coffee to class are asked to please leave it on the front table, not by the instructor workstation.

Faculty who teach in the computer classroom should consider scheduling activities on their computer room days that take advantage of the technology. They should look first at what they want to teach during a particular session, and then decide how technology might be integrated to achieve the objectives. The software/hardware should be tested in advance. Instructors need to prepare clear instructions for activities that include the purpose of the activity. In addition, the instructions need to include some means of reporting out after the activity (oral or written). This tends to keep students on task. As power-outages or other problems can create issues with the technology, instructors need back-up plans.

Faculty scheduled in the computer room on a day when technology does not fit their plans may ask students to turn off their monitors and set aside their keyboards. Students can move their chairs to improve sight lines or they can form groups and work collaboratively.

Faculty themselves can decide what technologies will be introduced and when, always making clear to students the pedagogical reason for using the technologies, and introducing only the aspects of a program that further their goals for class that day. Students can be overwhelmed if they are shown all the options at once, and we want to keep the focus on curricular goals, not the technology used to achieve them.

Student Orientation to the Computer Classroom

Instructors are encouraged to offer a brief orientation to the computer classroom during one of their first class meetings in the room. Although most students are very comfortable with computers, many still need to be reminded to back up their work and to adhere to the computer classroom policies.

Center for Teaching and Learning

[The Center for Teaching and Learning](#) (CTL) is a partnership among Academic Affairs, University Information Technology Services (UITS), and University Library. The Center for Teaching and Learning supports faculty through a collaborative approach, offering “a wide array of programs, events, and services that foster innovation and translation of educational research into practice.”¹ Many of our writing instructors have benefitted from the services of the CTL.

Contact Information, Location, and Hours

Website: thectl@iupui.edu

Phone: 317-274-1300

Location: University Library, Room 1125, 755 West Michigan Street

Hours: Monday – Friday, from 8 a.m. to 5 p.m. CTL consultants are available to meet with faculty at other times by appointment.

Workshops

¹ Source: The Center for Teaching and Learning website

The CTL offers workshops on a variety of teaching topics and strategies, as well as introductory sessions on Oncourse and other teaching technologies. These workshops are open to all IUPUI faculty and staff. For information about upcoming topics, or to register, faculty can view the [CTL events calendar](#).

Teaching Consultations

Consultations with CTL consultants are confidential and free of charge for IUPUI faculty and can be scheduled by calling the Center for Teaching and Learning at 317-274-1300 or by completing the [online form](#).

Consultations may address:

- Classroom management
 - Civility in the classroom
 - Inclusive teaching strategies
 - Motivating students
- Course design and planning
 - Building rubrics
 - Classroom assessment techniques
 - Constructing a syllabus
 - Designing authentic assessments
 - Planning effective instructional strategies
 - Preparing for the first day of class
 - Setting goals and objectives
- Documentation of teaching
 - Creating a teaching portfolio
 - Interpreting student evaluations
 - Using mid-semester student feedback
- Faculty role in student retention
- Learning theory and learning styles
- Multicultural course transformation
- Online teaching and learning
 - Creating interactivity in an asynchronous environment
 - Designing an online course
 - Developing online social presence
 - Incorporating reusable learning objects
 - Providing interactivity with content
- Principles of Undergraduate Learning
- Scholarship of teaching and learning
- Teaching methods
 - Active learning strategies
 - Collaborative learning techniques

- Critical thinking development
- Effective presentation skills
- Strategies for engaging large classes
- Grants
 - Course & Curricular Improvement Proposal Development
 - Educational Component in Research Proposals
 - Broader Impacts Component in NSF Grants

Consultants are also available to assist faculty with the appropriate use of technology when teaching, both in the classroom and online. These consultations may address:

- Communication
 - Blogging
 - Podcasting
 - Wikis
- Visualizing relationships among different concepts
 - Concept mapping
- Dynamic media
 - Audio and video production and editing
 - DVD authoring
 - Media conversion
 - Streamed media
- Electronic portfolios
- Graphic design
 - Image creation
 - Image editing and manipulation
 - Desktop publishing
- Reusable learning object development
- Oncourse CL
- Digital presentations
 - Asynchronous delivery
 - Synchronous delivery
 - Narrated web-delivered PowerPoints
 - Incorporating digital media into presentations
 - Optimizing web delivered presentations
- Web development and design
- Emerging Technology
- Audience Response Systems
- Plagiarism Deterrent Technology

To learn more, faculty are encouraged to visit [The Center for Teaching and Learning](#) online or in person in UL 1125.

English Department Website

The Department's website contains a wealth of information pertinent to writing program faculty and can be accessed at <http://liberalarts.iupui.edu/english/>. Faculty should update their online profile, which appears not only on the department website but also the School of Liberal Arts faculty directory.

Writing Program Website

The screenshot shows the Department of English website on Mozilla Firefox. The browser address bar displays http://liberalarts.iupui.edu/english/index.php/academics/wtgp/wtgp_home. The website header includes the IUPUI logo and the text "IU SCHOOL OF LIBERAL ARTS" and "DEPARTMENT OF ENGLISH". Navigation tabs include HOME, WHY ENGLISH, PHOTOS - VIDEO, DIRECTORY, and CONTACT US. A search bar is located on the right. The main content area features a banner image of students working and a section titled "The Writing Program". The text below the banner reads: "The Writing Program provides students with a foundation of skills for writing in college and beyond. The program is made up of the core undergraduate 'gateway' writing courses - English W130/W131 Stretch, English W131, English W132, English W231, English W140, and English W150." Below this, it lists "Program Administrators": Steve Fox, Director of Writing, and Mary Sauer, Associate Director of Writing.

The [Writing Program website](#) provides a wealth of information for faculty:

- links to core writing course websites and curriculum guides
- information on grading, including links to forms for giving and removing incompletes
- faculty policies and procedures
- a faculty and staff directory
- resources for teaching with technology, including teaching ideas
- information on faculty awards
- links to professional associations, conferences, and journals
- professional development resources

The site also contains information on student policies, forms, resources, and awards, and is located at http://liberalarts.iupui.edu/english/index.php/academics/wtgp/wtgp_home.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Ongoing Faculty Inservice

I. The Writing Coordinating Committee offers three major workshops each academic year for all teachers of writing at IUPUI.

AUGUST WORKSHOP - The full day workshop on the Saturday before fall classes begin is a mandatory workshop for all writing program faculty. While the format and content change each year, this workshop is intended to bring the faculty up to date on changes in the curriculum, to give faculty an opportunity to share teaching strategies, and to allow faculty to generate new ideas. The day has always been a good way for faculty to develop community and launch the new academic year.

FALL AND SPRING WORKSHOPS - These two evening workshops deal with specific elements of concern. At times faculty may be working in course specific groups to look at grading rubrics or specific papers or specific topics. At other times workshops may focus on technology or adaptive services or dealing with troubled students. These workshops begin with a light meal and conversation followed by about two hours of work.

II. Course specific meetings are called as needed by the course coordinator to deal with specific issues. These sometimes take the place of a fall or winter workshop or happen during portfolio readings. Course coordinators will also communicate with faculty through email lists and provide resources through course-specific websites and Oncourse sites.

III. Technology-focused workshops are offered yearly, sometimes as part of a regular workshop, sometimes preceding a workshop, and sometimes free-standing. Those who teach composition in computer classrooms are supported in making the best use of those rooms, but increasingly all faculty must consider how technology figures into writing instruction. Whether faculty use of technology is limited to posting resources in Oncourse or extends to the use of blogs, wikis, social media, film, music, or publisher-provided websites, the Writing Program encourages thoughtful integration of newer technologies into long-standing best practice.

IV. A teaching assignment in the University Writing Center offers Writing Program faculty opportunities to enhance classroom expertise by:

- Talking with students about their writing outside traditional classroom settings, and taking this knowledge back into their own classrooms
- Talking with students about their writing and the ways they apprehend or misapprehend even carefully designed assignments.
- Becoming familiar with the kinds of writing students confront after leaving core writing classes

- Guiding students toward seeing the potential in their writing, brainstorming ideas with them, perhaps even generating some excitement about writing
- Attending the UWC Fall Workshop and inservice workshops offered each semester
- Collaborating with energetic and stimulating peers

V. All instructors attend an end-of-semester portfolio reading with instructors of the same course. Veteran instructors bring problematic portfolios; new instructors are usually asked to bring a sampling of portfolios to help them adjust to the grading guidelines. Increasingly, these portfolio readings serve as an end-of-semester reflection that helps faculty plan for the next semester.

VI. The Department offers a listserv for each of the core courses – W130, W131, W132, W231. Instructors are encouraged to join as many as they wish but definitely the ones for courses they are presently teaching. These listservs are a place for pedagogical and theoretical discussions. Course coordinators take part in the discussion, but this is meant to be a place of free exchange of ideas.

VII. Course coordinators and all members of the Writing Coordinating Committee are always available for conferences with writing program faculty. A coordinator may initiate those conferences if a problem appears, but more often the faculty member arranges a conference to discuss the curriculum, teaching ideas, class activities, classroom management, or professional development.

VIII. FACET sponsors an annual conference for lecturers and associate faculty in the IU system. Information is available on the FACET website: <http://www.iupui.edu/~facet/aflc.php>

IX. The Gateway to Graduation program is a coordinating body that fosters the retention of first-time, first-year students at IUPUI. This group facilitates communication among those involved in Gateway courses, disseminates information on best practices for promoting learning in Gateway courses, and seeks and distributes funding for development of Gateway courses. The Gateway Program offers online resources, workshops, and a fall conference for faculty of all ranks (including associate faculty). See their website: <https://gateway.uc.iupui.edu/>

Faculty Awards

The Barbara E. Zimmer Associate Faculty Award

The Barbara E. Zimmer Award, which is designed to encourage professional development, was established in 1997 through the generosity of the late Barbara Zimmer, a long-time associate faculty member in the IUPUI writing program and ESL program. The award pays travel expenses (up to \$500) for a writing program associate faculty member to attend a conference or workshop. Presenting a paper or leading a workshop is not required. The application form and further criteria can be found on the Writing Program website.

School of Liberal Arts Outstanding Associate Faculty Award

One associate faculty member is chosen for the School of Liberal Arts Outstanding Associate Faculty Award annually. The WCC nominates a writing program associate faculty member for the award and assembles a dossier for the nominee.

Writing Program Associate Faculty Award

Each year, the instructor nominated by the WCC for the School of Liberal Arts Outstanding Associate Faculty Award receives the Writing Program Associate Faculty Award, which is presented at the August Workshop. A plaque with names of all the winners is in the Writing Program office.

Trustees Teaching Awards

The Trustees Teaching Awards are given before the completion of each academic year to tenured and tenure track faculty and to clinical faculty and full-time lecturers. The amount of the award will be \$2,500, and it will be given to no more than 6% of the total eligible faculty in each of the two categories. The School of Liberal Arts Teaching and Advising Committee administers these awards; criteria are announced each year, usually in January or February.

Campus and System Awards

A number of teaching awards for faculty are administered by the Faculty Appointments and Advancement office at IUPUI. Information can be found on this web page:

<http://faa.iupui.edu/newFaa/awards2.asp>

FACET

The Faculty Colloquium on Excellence in Teaching is an IU system-wide organization of outstanding teachers that seeks to promote excellence in teaching, including the Scholarship of Teaching and Learning. New candidates must be nominated by a FACET member. Candidates must be full-time faculty with at least four years experience at IU. Interested faculty may contact WCC member Julie Freeman, jfreema@iupui.edu, who is a FACET member.

Outstanding Faculty Tutor Award

- Each spring, University Writing Center tutors cast their votes for the Outstanding Faculty Tutor Award.
- A faculty tutor is chosen based on outstanding contributions to the UWC community in tutoring, mentoring, and service.
- OFTs receive a small honorarium, and his or her name is added to the Award Plaque in Cavanaugh 427.
- A certificate is presented for this award at the Writing Program Fall Workshop.

POLICIES AND PROCEDURES

First Day of Class Responsibilities

Following is a list of activities that instructors are responsible for on the first day of classes each

semester. Many of the activities must be prepared beforehand by the instructor. Fuller explanations of each part of the list can be found elsewhere in this handbook.

1. Part-time instructors need to check in at CA 313, securing a mailbox, cubicle, and file cabinet. Office hours need to be posted outside the cubicle. Syllabi should be copied with one copy sent to the Writing Program office. (All syllabi must clearly reflect the departmentally approved curriculum and must include all aspects of a syllabus as outlined elsewhere in this handbook.)
2. Students will go to the room indicated in the schedule of classes for that semester. Thus, if the class has had a room change since that time, students may be late as they move from the original room to the correct one. Notices will be placed on the original room doors. In addition, those instructors teaching by computer need to note the first-day teaching room assignment. The switch schedule does not begin until the second week of classes.
3. W130 and W131 classes should do a writing sample on the first day. The topic should relate to the curriculum and get the students started on the first paper. This is the time to do some pre-work and perhaps even group work if time allows. Instructors are to read these writing samples well in advance of the next class meeting to allow for discussion with the course coordinator concerning any problems. In particular instructors should look for students with ESL markers. These writing samples should be taken to the course coordinator who can check with EAP on the registration of the student.
4. Students not listed on the roster may attend a class in hopes of being added by the instructor. Instructors should not sign in students until after the waitlist is over. Waitlist dates are available on the Registrar's website. Students admitted through the waitlist might not arrive in the classroom until a few days later. Writing classes are kept at a fairly small number due to the amount of individual time and response time needed. Instructors should not overload their classes.

Syllabi: Required Elements

University policy mandates that an instructor create a detailed syllabus for each section he or she is teaching. A copy of each syllabi must be submitted to the Writing Program office at the beginning of each semester. As to the content, the School of Liberal Arts Curriculum Committee requires that syllabi contain the following:

A. Information about the Instructor

1. Instructor's Name
2. Instructor's Office Number
3. Instructor's Office Telephone Number
4. Instructor's IUPUI email address
5. Instructor's Office Hours

B. Course Information

1. Course number, section, title, location, credit hours
2. Required text(s)
 - a. Author(s)
 - b. Title(s)
 - c. Edition(s)
3. Course overview, description, and objectives, including connections to the Principles of Undergraduate Learning.
4. Prerequisites and/or co-requisites, or additional enrollment restrictions or authorizations (e.g., Instructor's signature)

C. Class Schedule Information

1. For the date of each class meeting:
 - a. Specify: the subject matter/topics to be covered
 - b. Pre-class readings
2. Assignment due dates, e.g., homework, quizzes, papers, etc. (preferably highlighted)
3. Examination dates (preferably highlighted)

D. Grading Information

1. Course requirements (exams, quizzes, projects, papers, class participation, etc.)
2. Proportion each requirement counts toward the final grade
3. A method of assigning grades for each portion of the final grade

E. Other Policies

1. Late work and making up late work
2. A statement regarding academic integrity (i.e., a plagiarism statement; we recommend the statement under academic misconduct in the SLA Bulletin)
3. Attendance policy
4. Innovative class procedures/structures, such as cooperative learning exercises, panel presentations, case study methods, class journals, etc.
5. A liability warning: Students should be warned that, ultimately, they are responsible for activity on their computer account

Attendance Policy

The Writing Coordinating Committee is united in the belief that classroom attendance is a vital part of success in any writing course, and this point is stressed in all our communications with students. Classroom activities, which contribute to the process of students' writing, are a central part of students' portfolios; students who do not come to class will find it difficult to put together portfolios that will earn grades as high as those put together by students who have attended regularly. If responsible students miss class from time to time, they can, of course, find ways to work outside of class that are in keeping with the goals for that particular class period. Students

who miss a peer response activity in class might work with a friend at home to get some response, for instance. But it remains the case that what goes on in our writing classrooms is the heart of the course, and students who are present and participating are best able to learn. Students who are regularly in class, prepared, and participating are also in the best position to demonstrate how they are able to use class instruction and their interactions with others to produce effective writing in their portfolios.

Student attendance, at times, can be a thorny issue; but the Writing Coordinating Committee is committed to the idea that the best way to encourage students to attend class is to demonstrate the value of class work. Productive work on assignments and engaging in-class activities promote student participation more so than threats of grade penalties at the end of the semester. Incentives for attending can be part of the overall grade a student earns in a section of the course, but basing a semester's worth of work entirely on attendance rather than on whether students have successfully completed the assigned writing tasks is not seen by the Writing Coordinating Committee as a fruitful approach. As a result, the most significant portion of a student's grade is to be based entirely on the writing they submit, rather than on their physical presence in class. Strategies for managing attendance concerns and student motivation can be discussed with members of the Writing Coordinating Committee and veteran faculty in our program.

In general, though, faculty will find success with student attendance if they encourage students to see the relationship between in class activities and successful portfolios, to see the connection between class activities and their progress as writers, and to see the ways lack of attendance hurts their performance. Students will be better served if they can be helped to realize that taking active responsibility for their work and their learning is one of the best ways to succeed in college, and the decision to attend class plays a vital role in that responsibility.

Rosters

Class Rosters are always available through OneStart and Oncourse. However, instructors will occasionally receive electronic rosters from the Registrar office that require immediate attention. When a roster has a due date, instructors need to respond by that date.

Start of the Semester Rosters

The Registrar will produce one roster the night before classes begin and another roster at the end of the first week when waitlist and 100% refund has ended. Instructors can access these through OneStart or Oncourse.

Enrollment Verification/Administrative Withdrawal Rosters

This roster occurs after the first four weeks of class. Instructors must respond and return the roster even if all listed students are attending. This roster will appear in Oncourse under SIS Grade Roster or OneStart Faculty Center Grade Roster for each section.

As all core classes in the Writing Program are part of the Administrative Withdrawal System, these rosters will direct instructors to use the "grades" identified. The roster defaults to the grade of SA for Satisfactory/Attending. Instructors will change the grades for the following reasons:

- Students who have never attended the class receive a grade of WN with a check

- mark to administratively remove the student and a check mark for never attended.
- Other choices may be made by the instructor after careful review.
- The formal Administrative Withdrawal Statement, which needs to be on syllabi for all core classes, can be found in the policy book under Administrative Withdrawal.

If a student is attending a class but is not on the roster, the instructor needs to talk with the student and report the information to iupuireg@iupui.edu. This information is to include the course number, the section number, and the student name and id number. The student will not receive a grade at the end of the semester if he or she is not on the formal roster.

Early Warning Rosters

At about midterm instructors will again find a roster in their Oncourse or OneStart. This is the early warning roster for most first year courses. This roster allows instructors to report to the academic advisor a student who is struggling in the course due to attendance or unsatisfactory work. The due date is particularly important with this roster as it allows the academic advisors time to help students who are struggling.

Final Grades

Near the very end of the semester instructors will find the final grade rosters in Oncourse or OneStart, again with important due dates. Grades that can be given include + and – for A,B,C, and D. Grades of F, FN, or FNN will require the last date that the student attended class. The FN is given for students whose failure is due to excessive absences. The FNN is given for a student who is still on the roster but never attended the class. A grade of NR for “not reported” will be given to students if a instructor misses the deadline. Students are then directed to contact their instructor.

Athletic Rosters

The Athletic Program sends a paper roster once or twice a semester to check on attendance, grades, and participation of their scholarship athletes. Each athlete has given permission for these forms to be completed. Instructors need to fill these out and return them as quickly as possible.

Responsibilities for Conducting Primary Research

Some projects in composition classes may require students to do primary research in the form of surveys, observations and/or interviews. Depending on the course and the assignment, students may be asked to use primary research findings as the focus of a project or to use both primary and secondary sources in their writing and to integrate them in a cohesive fashion. Primary research is an important skill to learn as it can be useful in a variety of settings, including business, personal, and academic.

The level and extent of primary research expected varies with the course. For example, in W130 and W131, students might be asked to incorporate experiences of friends and family based on conversations or observations over time. A more formal assignment might ask students to draw conclusions about an issue based on several interviews using the same set of questions. In W231, students conduct more advanced primary research, completing interviews and surveys in

professional settings, analyzing the data, and applying it in a recommendation report to a ‘real-world’ client. Thus, the expectations, scope, and extent of the research are different based on the level of the course as well as the assignment objectives. Course coordinators are happy to work with instructors as they decide how primary research is best integrated into the curriculum.

Assumptions

Any research involves ethical and legal responsibilities. The following assumptions create a framework within which classroom research should be conducted:

- Instructors will supply students with written assignment guidelines regarding research with human subjects. As defined in the Federal [Common Rule Policy](#), "research" is a "systematic investigation designed to develop or contribute to generalizable knowledge," and a "human subject" is "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or (2) interaction with the individual, or identifiable private information."²
- Class assignments are usually not intended to or likely to lead to generalizable or published results, and, as such are not considered “research” by the [Institutional Review Board](#) (IRB). However, instructors must not permit students to involve special populations such as minors, prisoners, and patients, as they are considered vulnerable research subjects, and related projects must be reviewed by the IRB. Obtaining IRB approval to conduct research with at-risk populations is a lengthy process for which we have insufficient time in the semester.³
- Students are responsible for all information collected as a result of their projects.
- Research standards in introductory writing courses regarding sampling techniques, statistical analysis, reliability, validity, and interpretation of findings may not meet the professional requirements or expectations of the field in which the student’s project is based. However, working with and analyzing the data students collect from the primary research they do in introductory writing classes can provide valuable experience that they can apply later when they conduct primary research based on professional standards.
- Evaluation of student research projects is based on assignment guidelines and course objectives related to the student’s writing (clarity of purpose, organization of material, writing style, format, and correctness, for example) which might not conform to requirements or expectations that would exist in a particular professional community.

² Office of Research Administration, [Non-Research Student Projects](#)

³ Recognizing the need to safeguard the rights and welfare of human subjects who participate in research, The National Research Act of 1974 requires institutional review for research involving human beings. The Federal Policy for the Protection of Human Subjects, known as the Common Rule and published in the Federal Register, Vol. 56, No. 117, June 18, 1991, represents the latest Federal regulations for protection of human subjects.

Primary Research Assignment Guidelines

Students will need instruction at each step of the primary research process, beginning with determining the question which will guide their research. Class activities should help students understand how to conduct responsible and ethical primary research by planning and designing their research instruments (questionnaire, observation form, or interview guide,) as well as by analyzing and reporting their findings.

Students must

- Decide how primary research will help them gather the information they need to answer their research question.
- Decide whom to survey, observe, or interview.
- Make sure their biases (if any) are not reflected in their research methods
- Plan when and how to conduct the research.

Criteria for Approval

Instructors should require students to get instructor approval of their research plan and their primary research instruments (e.g., questionnaires, observation forms, or interview questions) *prior* to conducting the research. Approval to proceed should be given only if students

- Have targeted cooperative respondents who seem likely to be able to provide the information, the access, and the area of expertise needed for the topic under investigation.
- Can conduct the research within assignment guidelines and timetables, without intruding on respondents' schedules or interfering with their work.
- Have permission to use the data gathered in their writing projects. (They should reassure respondents that the information gathered will be used in a student project for an IUPUI writing class and findings will not be published.)
- Have permission to tape record interviews and to use interviewees' names and job titles to add credibility to their research. (Surveys and observations should be conducted under the assumption that the findings will be kept anonymous.)

Questions

Students should design questions which will not offend those involved or place them in an uncomfortable or unethical situation related to their positions. Questions referring to ethnic background, age, income, and other sensitive topics should be carefully screened. Questions should be clear, respectful in tone, unambiguous, and within the respondents' area of expertise.

Methods

Although online research may provide opportunity for discussion, respondents may misinterpret questions and will probably provide fewer details. In addition, they may be unduly burdened by this process. Therefore, face-to-face research is the preferred method. Students should be

encouraged to always be considerate of respondents' time, feelings, experiences, and responses, and should thank them in writing following the research. A copy of the thank-you letter could be a required component of their project.

Other Considerations

There are many other issues to consider when assigning a primary research project. For assistance, instructors are encouraged to consult their course coordinator.

Principles of Undergraduate Learning

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

Core Communication and Quantitative Skills

Definition: The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

Outcomes: Core communication and quantitative skills are demonstrated by the student's ability to

- a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats;
- b. comprehend, interpret, and analyze ideas and facts;
- c. communicate effectively in a range of settings;
- d. identify and propose solutions for problems using quantitative tools and reasoning;
- e. make effective use of information resources and technology.

Critical Thinking

Definition: The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

Outcomes: The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to apply, analyze, evaluate, and create knowledge, procedures, processes, or products to discern bias, challenge

assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

Integration and Application of Knowledge

Definition: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Outcomes: Integration and application of knowledge are demonstrated by the student's ability to

- a. enhance their personal lives;
- b. meet professional standards and competencies;
- c. further the goals of society; and
- d. work across traditional course and disciplinary boundaries.

Intellectual Depth, Breadth, and Adaptiveness

Definition: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

Outcomes: Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to

- a. show substantial knowledge and understanding of at least one field of study;
- b. compare and contrast approaches to knowledge in different disciplines;
- c. modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

Definition: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

Outcomes: Understanding society and culture is demonstrated by the student's ability to

- a. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- b. analyze and understand the interconnectedness of global and local communities; and
- c. operate with civility in a complex world.

Values and Ethics

Definition: The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

Outcomes: A sense of values and ethics is demonstrated by the student's ability to

- a. make informed and principled choices and to foresee consequences of these choices;
- b. explore, understand, and cultivate an appreciation for beauty and art;
- c. understand ethical principles within diverse cultural, social, environmental and personal settings.

Waitlist

IUPUI has a waitlist procedure for registration in an attempt to make the enrollment of students into classes fair for everyone. This waitlist is administered by the Office of the Registrar (<http://registrar.iupui.edu/faculty.html>). The following is excerpted from the web page where more information can be found.

- If your course closes, an automated waitlist is created and students can add themselves to the waitlist. If a student drops your course, the first person on the waitlist is registered in your course.
- It is not necessary for you to sign students into your course until the end of the waitlist processing. If a student wants to add your course while the waitlist is active you can direct them to the registrar office, no signatures required. If your course has available seats, the student is registered. However, if your course is already full, the student is placed at the end of the waitlist. If a student has an add slip signed by you, he or she is still placed on the waitlist. Signatures for overloads will be honored after waitlist processing has ended.
- If a waitlist student wishes to attend your class in anticipation that they will be placed and you can accommodate them, please do. Also, be aware that there may be some late additions to your course due to waitlist processing.
- Any student not placed by the last day of waitlist processing would need your signature on a drop/add form to add the class should you be willing to accommodate extra students.

Faculty must remember that they have no control over who enters a class until the waitlist ends, usually about 3 to 4 days after the beginning of the semester. The exact date for each semester can be found in the Academic Calendar. The waitlist is processed each evening and students are then notified; however, the student may take a few days to get that notification and then get to class. Thus the date of the end of waitlist processing does not mean instructors will see the student immediately.

Administrative Withdrawal Policy

The core writing courses are part of the Administrative Withdrawal Policy conducted through the Office of the Registrar and University College. The roster for the administrative withdrawal will be in Oncourse and OneStart approximately 5 weeks into the semester. This policy is stated below.

Students who miss more than 50% of their class meetings of a given section during the first four weeks of the fall or spring semesters may be administratively withdrawn from that course unless documentation of contact with their course instructor, academic unit or academic advisor is

provided. Undergraduate students may be administratively withdrawn regardless of class level. This Administrative Withdrawal Policy may be implemented in all undergraduate level courses subject to the following provisions:

- The Administrative Withdrawal Policy must be included in the course syllabus with specific language as to the policy. Students must be informed that administrative withdrawal may have an impact on their Financial Aid awards and/or student visa status.
- When an Administrative Withdrawal Policy is utilized, the course instructor must take attendance. The course instructor initiates the administrative withdrawal process and has the right to stop the process at any time.
- Administrative withdrawal will take place after the fee refund period. Students who are administratively withdrawn from the course will not be eligible for a tuition refund.

Below is suggested syllabus language:

“The Writing Program participates in the University College administrative withdrawal policy. This means that if you miss four or more class meetings in the first four weeks of the semester, you may be administratively withdrawn from the class. This may affect your financial aid and/or registration.”

<http://registrar.iupui.edu/withdrawal-policy.html> 

Student Course & Instructor Evaluations

The IUPUI School of Liberal Arts mandates the administration of student evaluations at the end of each semester in each class. SLA approved and provided evaluation forms will be made available for each instructor each semester. The Department of English strongly supports the SLA policy.

Student evaluations are completed in the last two weeks of each semester. The secretaries in the Department of English prepare a packet for each instructor containing enough forms for the students and an instruction sheet. If forms do not appear in what seems to be enough time (usually ahead of that final two week period), instructors should contact the Writing Program secretary as soon as possible.

In addition, evaluations may be administered through an online form. To sign up for this option, instructors should look for an email asking if this option is desired. It is important that instructors remember that they will need to respond to this email and identify that they want to use the online option for each of their sections. Failure to take this step will mean that the online option will not be available for an instructor's sections. Another way to think of this is if an instructor has not been helped with the online set up by a member of the technical support staff through the appropriate channels and steps (identified in the email), and if a member of the support staff is not helping the instructor with the online evaluations, then the evaluations will not be official.

General procedures for administering student evaluations are outlined below. Instructors are asked to carefully follow the instructions.

1. Instructors need to ask students to bring a number 2 pencil to class on the day the evaluations will be administered. (Suggestions - decide on a day when some mandatory activity is taking place, such as the final reader response or in-class editing that must be in the portfolio. This may help ensure better numbers. The day of portfolio submission is not the best day as students are often tired and ready to be through, and they may not all arrive at the same time. In any event, the instructor chooses the day: some time in the last two weeks of the semester or last week of a summer session.)
2. Before administering the evaluations, instructors should explain to students that all evaluations are read, that the Department of English takes their comments seriously, and that the instructor of the class will not have access to the forms until after grades are submitted to the Registrar's office.
3. The BEST procedure is for instructors who teach at the same time and in the same building to make arrangements to cover each other's classes for the evaluations. This involves agreeing on a day and time. If this procedure is not possible, then instructors need to give the instructions to the students, ask a reliable student to collect the evaluations and return them to the writing program office, and then the instructor **MUST LEAVE THE ROOM.**
4. As they fill out the forms, students must use a #2 pencil. The instructor administering the evaluation needs to write the section number on the board, asking students to place it on the top of the page in the appropriate boxes. The instructor then urges students to fill in the information. Most importantly, instructors should request that students write answers on the back of the form to the questions found at the end of the form.
5. Once the covering instructor or responsible student has placed all the completed forms into the envelope provided, that person is to take the envelope to the Writing Program office immediately or as soon as possible if off campus. All forms will be retained by the secretary until the WCC reviews the evaluations and semester grades are officially recorded.
6. Again, **UNDER NO CIRCUMSTANCE MAY AN INSTRUCTOR STAY IN THE CLASSROOM WHILE HIS OR HER STUDENTS ARE DOING EVALUATIONS. UNDER NO CIRCUMSTANCE MAY AN INSTRUCTOR HANDLE COMPLETED EVALUATIONS.**
7. Within a month of the completion of the semester, Writing Coordinating Committee members will read all evaluations of all part-time writing instructors. This reading is intended to give the WCC a sense of the courses across classrooms. In addition, the readers are looking for any particular problems mentioned by several students in a class. Classes with problematic evaluations will be separated from the rest of the stack. These evaluations will be copied and given to the course coordinator. The coordinator will place one copy of the evaluations in the file of the instructor along with a copy of the memo to the instructor in which the coordinator asks her or him to review the evaluations and then

make an appointment with the coordinator to discuss the evaluations. This discussion is intended to give the instructor an opportunity to respond and to provide some strategies for dealing with the problems.

8. When the evaluations have been read, they will be sent to instructors along with a computer printout. Instructors may do what they wish with these evaluations, but those instructors asking for a letter of recommendation from their coordinator should retain them as the coordinator may ask for the evaluations to stimulate productive comments about the instructor's teaching.
9. As has been stated earlier, doing evaluations is mandatory. Any instructor who fails to administer evaluations runs the risk of not being reappointed to a teaching position. Occasionally, unforeseen events may cause an instructor to miss evaluations. If this is the case, the instructor should call the coordinator to explain the problem. However, any instructor who does not administer evaluations for a second semester will most likely not be given a teaching assignment.
10. Finally, instructors are urged to read the evaluations of their students as soon as they receive them from the Department of English. Our students have valuable things to say to us.

Determining Grades

One of the greatest responsibilities of an instructor is determining grades. In many cases students believe that grades on their writing are purely subjective. Although we cannot (nor even wish to) deny that some subjectivity is involved in responding to writing, we must assure our students that our responses to their writing, and especially our grading of their writing, is based on a set of predetermined and departmentally supported grading guides. For this assurance to be valid, instructors must indeed use those guides and be prepared to defend their grades based on the guides. All instructors must have a copy of the most recent guide for each course they are teaching.

Whether responding to mid-term or final portfolios, instructors need to provide clear, written response to support the grade given and to lead the student to improvement with writing beyond the specific course. Instructors may choose to write formal letters or use a check sheet in combination with some written response. In either case, the response is to the portfolio as a whole, not to individual pieces. Thus the response vehicle should be organized around writing issues, not assignments. These issues are most frequently garnered from the stated goals of the course. However, the exact language used needs to match the language the students and instructor have been using all semester. Because such issues are not of equal value, they should not carry grades but rather a continuum of accomplishment. This also allows for instructors to respond in writing to each issue as well as the overall accomplishments and problems in the portfolio. The validity of the grades comes from the use of the grading guides and the kinds of responses students have received all semester. The Writing Coordinating Committee urges instructors to use a response sheet that works well for them and for their students. Instructors are free, however, to borrow any ideas from those provided by course coordinators.

An instructor's syllabus should clearly state the penalties for late or incomplete portfolios. When penalizing grades, instructors must use the same criteria for all students in the class. Students must understand the grade for their written work as well as anything else that affected the final course grade. Therefore, grade penalties must be clearly explained in writing to the student.

The grades on the portfolios **MUST** be representative of the work being assessed. For those courses with a mid-term portfolio, the final semester grade must be averaged in the way stated on the syllabus and explained to the students.

Incompletes

Eligibility

Incompletes are appropriate only when exceptional circumstances prevent students from finishing all course requirements by the end of the semester. Exceptional circumstances can include the serious illness of the student, spouse or partner, child, or parent; or a fire or accident that interrupts the end of the semester – circumstances which would cause the student to suffer a hardship if held to the previously established course deadlines.

A grade of Incomplete should be awarded only if the work is mostly complete, generally 75 to 80 percent, and of passing quality. A student who needs to retake the entire course is **NOT ELIGIBLE** for an incomplete. Neither is a student who has fallen behind due to procrastination.

Course coordinators can help faculty decide whether an incomplete is warranted. Basic guidelines for 75-80% of the work completed for each core writing course are:

- W130: Student has handed in all formal essays and needs only to prepare the final portfolio (which may involve some final revising as well as the composing of the portfolio retrospective)
- W131: Student has handed in all formal essays and needs only to prepare the final portfolio (which may involve some final revising as well as the composing of the portfolio retrospective). If the midterm portfolio grade was below a C, the work after midterm needs to have been of solid quality and the student should have attended the class regularly.
- W132: Student has handed in the first two portfolios and the researched argument is well in hand, with a good revision plan developed.
- W231: Student has completed all work through the selection and administration of the primary research tool. Student needs to complete the recommendation report, oral presentation, and final project portfolio.

Instructor Responsibilities

The instructor giving an incomplete must do the following:

- Give the student an "I" on the official grade report.

- Download the [SLA Incomplete form](#) (PDF). This form is to be printed, filled out by instructor, and signed by both instructor and student. A copy is to be given to the Writing Program secretary and to the School of Liberal Arts - Office of Student Affairs, CA 401. The form asks instructors to record what work has been finished and what work remains, along with the assignment grades the student has received so far. The above course requirements should be stated on the form, plus any other work or conditions the instructor wants the student to meet.
- Choose a realistic date for completion of the work. Students may be offered up to one year to finish the course, but instructors are under no obligation to allow that much time; usually an earlier deadline is appropriate.
- Plan to work with the student while he or she is completing the course requirements.
- Give the student a reliable means of contacting them, which may mean giving a home phone number or address (especially if they do not plan to return to IUPUI). The instructor is responsible for the grade even if he or she leaves IUPUI.

Removal of Incomplete

In order to award the grade, instructors must submit a [Removal of Incomplete](#) form.

If the work has not been completed and a grade assigned within a year from the end of the semester in which the Incomplete was awarded, the Office of the Registrar will automatically change the grade to an F. Both the student and the faculty member will receive notification that this change is pending and should take steps immediately to resolve the Incomplete.

In rare cases at the end of the initial one year period, the student may ask the instructor to extend the Incomplete for an additional fixed period of time. If the instructor agrees, he or she should submit a grade of IX on the Removal of Incomplete form. This action will block the automatic change to F after one year.

In rare cases, instructors may opt to recommend or require students to attend another term of the course (or a portion thereof) in order to remove the Incomplete. In such cases, students should NOT re-enroll in the course. Instead, the student should make the necessary arrangements with the original instructor to sit in on the required class sessions. At the end of the term, the instructor would file the Removal of Incomplete with the Office of the Registrar. A student who is required to attend the course in a subsequent semester should understand that sitting in on the course or otherwise making up the Incomplete does not count as part of the student's [full-time or part-time](#) load for financial aid purposes or for loan deferments.

In some cases, after receiving an Incomplete, the student may wish to withdraw from the course. This requires the signatures of the instructor and the student's dean on a Removal of Incomplete form.

Student Complaints

At times, students may need to discuss complaints and concerns about their instructors, courses, or assignments. In those situations, we encourage students and faculty to try to resolve any problems between them before requesting any outside help. Student complaints are considered

by course coordinators and members of the Writing Coordinating Committee. If informal contact does not resolve the problem, formal procedures are available.

Students who want to report a problem in a class or contest their grades should download the [Student Complaint Form](#), fill it out, and return it to the Writing Program Office (CA 423).

Students will be asked to answer the following questions:

1. Have you discussed the problem with your instructor?
2. If not, why not?
3. If so, describe the process (be specific with dates etc.)
4. What prevented resolution of the problem?
5. Explain the problem.
6. State the facts, using specific dates, times, issues under dispute.
7. What solution are you seeking?
8. Explain your rationale

They should attach the form to their portfolio or assignment along with the written response from the instructor. Members of the WCC will review the written complaint in consultation with the instructor, preserving confidentiality when needed. Students will receive a written response in 2 to 6 weeks.

Plagiarism, Cheating, and Other Instances of Academic Misconduct

The Writing Program plays a very important role in the prevention of plagiarism through education. Each of the core writing courses contributes to the teaching of correct use and documentation of sources. As such, instructors should not take a punitive approach to instances of plagiarism but rather use that as a teaching moment. Certainly as students proceed through the courses, they should be better prepared to handle sources correctly and may face serious penalties if plagiarism occurs at that time. Cheating and other forms of academic misconduct are serious and should be reported to the course coordinator and Director of Writing as soon as possible. Information on all types of misconduct are explained in the *Code of Student Rights and Responsibilities*.

Definition of Plagiarism

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless information is common knowledge.

A student must not adopt or reproduce ideas, opinion, theories, formulas, graphics, or pictures of another person without acknowledgement. A student must give credit to the originality of others and acknowledge indebtedness whenever:

- Directly quoting another person's actual words, whether oral or written
- Using another person's ideas, opinions, or theories
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written
- Borrowing facts, statistics, or illustrative material
- Offering material assembled or collected by others in the form of projects or collections without acknowledgement.

Steps in Handling Plagiarism

- If an instructor suspects plagiarism, he or she should consult with the course coordinator as soon as possible. Together the coordinator and instructor will review the *Indiana University Code of Student Rights and Responsibilities*, paying close attention to the official procedures for handling plagiarism and other forms of academic misconduct.
- An instructor who realizes a student has committed an act of academic misconduct is required to communicate with that student concerning the matter.
- The faculty member should indicate the sanction to the student (failing the assignment or

- course, expulsion from the course or school, etc.).
- The student must be given an opportunity to respond to the allegation of misconduct. The faculty member specifies the exact date and time by which he or she expects the student to respond.
 - At the conclusion of this conference with the student, the instructor fills out the Academic Misconduct Reporting Form to document compliance with the student code.
 - If the instructor intends to continue with the process, he or she must notify the Dean of Students within seven days.
 - All parts of this process must be done in collaboration with the course coordinator or the Director of Writing.

Pedagogical Information on Plagiarism

Instructors can find information on helping students understand how to use sources correctly and how to deal with early instances of plagiarism on-line at the writing program website.

IU Policy on Dealing with Disruptive Students

All students are expected to be in compliance with the IUPUI Code of Student Rights, Responsibilities, and Conduct. A copy of the Code of Student Rights, Responsibilities, and Conduct may be obtained through the IUPUI Office of the Dean of Students (317-274-4431) or on the Web at <http://www.life.iupui.edu/help/code.asp> .

The IUPUI Disruptive Student Policy, which elaborates on a section of the Code, describes a free yet civil intellectual community and explains procedures faculty can take when a student violates these expectations. The full policy is available as a pdf file: life.iupui.edu/rights/docs/disruptive-student-conduct.pdf

Faculty may wish to include a statement like the following on their syllabus:

Civil behavior: All students should be aware of and assume responsibility for the preservation of an atmosphere of mutual respect and civil dialogue in the classroom (and online). Any behavior that indicates the student is not fully engaged in class may result in the student being asked to leave. To ensure that the learning objectives of the course are achieved, student conduct that unreasonably disrupts classroom activity will be addressed promptly and effectively according to IUPUI's Disruptive Student Policy, and the student may be subject to University disciplinary proceedings. The situation will be documented with the Dean of Students.

Behavioral Consultation Team

Occasionally instructors may have a student whose actions make the instructor and/or students concerned for their safety. If this occurs, instructors need to notify the course coordinator and follow the Disruptive Student Policy. All such instances must be taken very seriously and carefully documented. One of the services provided at IUPUI to deal with these issues is the Behavioral Consultation Team (BCT).

The Behavioral Consultation Team web site offers the following information:

The Behavioral Consultation Team is a campus-wide team that provides consultation, makes recommendations for action, and coordinates campus resources in response to reports of disruptive or concerning behavior displayed by students, staff, or faculty.

Examples of such actions include:

- Behavior that appears to be dangerous or threatening to oneself or others.
- Bizarre or strange behavior such as acting “out of touch” with reality.
- Angry, hostile, or abusive behavior.
- Other behavior that is inappropriate, worrisome, or disruptive.

All concerns requiring immediate attention (criminal, violent, threatening, or imminent suicidal behavior) should be directed to the University Police.

Individuals wishing to contact the BCT should call 274-4431 and ask to speak with the Chair (Assistant Dean of Students) or Vice-Chair (Director of Student Rights and Responsibilities) of the BCT. Additional information and a Concerned Person Referral Form can also be found at <http://bct.iupui.edu>.

Adaptive Educational Services

Adaptive Educational Services (AES) coordinates work with students with disabilities in accordance with the 2009 Americans with Disabilities Act Amendments Act. Their offices are found on the first floor of Taylor Hall.

Students who have confirmed disabilities need to be registered with AES before they can receive accommodations. Once registered, the student can expect AES to send notification to professors, asking for appropriate accommodations. These accommodations often include giving the student more time to take tests or do in-class activities. Other accommodations might be a signer in the classroom for a deaf student, a note taker in the class, handouts with larger print, computer programs for multiple uses, etc.

The Writing Program supports the work of AES and does whatever is necessary to make the educational experience productive for all students. If an instructor has questions as to how best to serve the student, the instructor should contact AES, who can give general ideas but cannot release private information on a particular student.

If an instructor believes that a student in class has a disability, the instructor should recommend that the student visit AES. These disabilities may be physical and/or emotional. Instructors are not equipped to diagnose a disability or determine accommodation; thus they serve the students best by sending them directly to AES.

AES information can be found at <http://diversity.iupui.edu/aes/info/faculty.html>

Student Awards

Hal Tobin First-Year Writing Award

The Hal Tobin First-Year Writing Award honors outstanding writing in English W131 or W140. It is presented each year at the department's student awards ceremony. Faculty are asked to encourage students who have excelled in W131 or W140 to submit selections from their W131 or W140 work for the Tobin Award. Students who have taken W131 or W140 through the Indianapolis campus in the preceding academic year are eligible. They can download an application and award information from the Writing Program website.

Essay Award

Instructors can also encourage exceptionally strong student writers to consider applying for the English Department's Essay Award. This award is presented to an IUPUI undergraduate student for an outstanding critical, analytical, or expository essay originating in an English department writing and literacy class, excluding W130, W131, and W140. Thus, student writing done in W132, W150, or W231 is eligible for the Essay Award. For more information, have students consult the English Department website.

Outstanding Writing Fellow Award

- Each spring, University Writing Center tutors cast their votes for the Outstanding Faculty Fellow Award.
- An undergraduate tutor is chosen based on outstanding contributions to the UWC community in tutoring, mentoring, and service.
- OFFs receive a certificate at the English department's Spring Awards ceremony, receives a small honorarium, and his or her name is added to the Award Plaque in Cavanaugh 427.