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 6 sections of English W130 (whose students continue with the same instructor and classmates into a spring W131), 65 sections of W131, 18 sections of W270 and W231, and 4 sections of W140. We also offer 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 is, 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 2014 WCC members: Cathy Beck (EAP Liaison), Gail Bennett, Mick Powers (Associate Faculty Liaison), Terry Dibble (IUPUC Liaison), Steve Fox, Julie Freeman (Associate Director), Tere Molinder-Hogue, David Sabol, Scott Weeden, 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 Reading, Writing, and Inquiry 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 Writing Program website.

*Special Credit for 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.

Only in one situation are students eligible to apply for special credit for English W131: Transfer students with 30 credit hours who fulfilled the composition requirement at their previous university through SAT or ACT scores or a placement test 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, Reading, Writing, and Inquiry 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 W270 or W231

The Writing Program has no special credit process for W270 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 W270 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.

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, Reading, Writing, and Inquiry 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  
Indianaapolis, IN 46202  
(317) 274-2188  
esl@iupui.edu

EAP Writing Courses

W130, 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, Reading, Writing, and Inquiry 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.

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 read with greater confidence
6. Learn to reflect on their writing practices to improve them
7. Shape, revise, and edit their writing to meet the concerns of purpose and audience

W131, Reading, Writing, and Inquiry 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.
W270, Argumentative Writing

Argumentative Writing, W270, 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, W270 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 W270 Course Coordinator Mel Wininger.

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, 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 18 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

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

**W140**

English W140, offered in both the fall and spring semesters, shares the goals of W131. It emphasizes working through shared course readings to make claims and support them in analysis and synthesis essays. It also emphasizes techniques for gathering, assessing, and using information from shared resources and from others found independently using common information literacy tools like IUCAT, databases, and the web. It usually includes a project that is more independent, student-directed, and experimental than what W131 typically allows. It does not require an Honors College Contract Application to earn Honors credit.

Note: Students may not use Honors College Contract Applications in W131.

**200-level Courses**

Honors credit for 200-level courses (W230, W231, W250, and W270) is available by contract with the instructor of the section in which a student is enrolled and with the IUPUI Honors College. The contract is initiated by the student and application must be made before the third week of the semester, according to IUPUI Honors College policy. The Honors College Contract Application is available on their website:


As the contract application indicates, honors credit may be earned in a variety of ways. Although we wish to allow options, we have identified specific Honors projects that we recommend for Writing Program 200-level courses. That list may be revised from semester to semester, so instructors must consult with the Honors coordinator and course coordinator to customize the projects in their sections.

A note in the Schedule of Classes will indicate that at least one section of each 200-level course scheduled in a given semester will offer Honors contracts. These sections are offered by faculty members with experience in W140 and with other Honors student work.

Beyond the designated sections, Writing Program instructors are not obligated to offer Honors Contracts to any student in any course.

Instructors who are approached by students to complete an Honors College Contract Application in a section that has not been designated for them may refuse to do the contract because it is extra work.

If an instructor wishes to complete the Honors College Contract Application for a specific student in a non-designated section, the instructor must consult with the Honors coordinator as well as the specific course coordinator. These consultations, which may be done via email or in person, need to take place each semester in which an Honors contract is being initiated; only one consultation per
section is necessary, but the Honors and course coordinators need to be informed of all students seeking Honors credit in the 200-level courses.

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

Here are particular characteristics of UWC support for students and faculty:

- UWC pedagogy complements curricular assumptions in both the Writing Program and the English for Academic Purposes (EAP – formerly ESL) Programs, providing a site where students receive additional support as they draft assignments and practice course goals.
- The UWC is not a remedial service: tutors work with all writers - experienced and inexperienced.
- It’s a place where students writers can talk with experienced readers about writing projects.
- 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 the central concept backing 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 assignment 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 responses 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:

  1) review with students the kinds of help the UWC does and doesn’t offer;
  2) discuss the kinds of questions and/or concerns students might raise with tutors; and
  3) place deadlines - in advance of due dates - on required visits.

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 008H (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 [http://liberalarts.iupui.edu/uwc/](http://liberalarts.iupui.edu/uwc/).

Faculty might also be particularly interested in the UWC’s printable handouts, on a variety of writing-related topics, at [http://liberalarts.iupui.edu/uwc/handouts](http://liberalarts.iupui.edu/uwc/handouts).

**Advising Students on Their Next Writing Course after W131: What is the Difference Between W270 and W231?**

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 W270 and W231, students should consult their advisors to be sure of their degree program requirements before making a decision. Each course emphasizes research skills; however, W270 involves academic writing done in an academic setting, while W231 focuses on workplace writing directed to a real-world client in the community. (Note that students may not take W270 or 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 the one on the next page; 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. Please sign and return this form to Beth Lafferty at bethlaff@iupui.edu (Cavanaugh Hall Room 423).

Hiring Conditions: Associate faculty teaching assignments are contingent upon enrollment and full-time faculty scheduling needs. Associate faculty can teach no more than 9 credit hours in the IU system. New faculty members are hired to teach for one semester on a probationary basis. Hiring for subsequent semesters is based upon 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 orientation, described below.

Faculty Development: During their first semester with the Writing Program, new faculty members complete a 10-hour orientation program. During their second semester, they complete additional professional development activities. All Writing Program instructors attend three faculty workshops per year (in late summer, mid-fall, and mid-spring), as well as a portfolio reading at the end of each semester.

Salary: At the present time, the salary per 3-credit class is $2475 for associate faculty members without a Ph.D. Those with a terminal degree (such as Ph.D., J.D. or M.F.A.) earn $2700 per 3-credit course.

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

Parking Permit: The School of Liberal Arts adds a specified amount* to the associate faculty member’s pay to cover the cost of a parking permit. After you have your network ID, you can purchase your parking permit from Parking Services. *The amount may fluctuate based on current permit charges.

Office Hours: In addition to regularly scheduled course meeting times, faculty members must keep a minimum of one office hour per section taught per week for student conferences. Office hours should be included in your syllabus.

Associate Faculty Offices: Liberal Arts associate faculty offices are located in CA 313. The CA 313 coordinator will assign you a mailbox, cubicle space, and drawer space as well as the door...
code for accessing CA313 in the evenings or weekends when the door is locked. Your syllabus should tell students how to contact you (by Oncourse Message, email and/or personal phone). Callers can also leave a message for you with the Writing Program secretary, Beth Lafferty, at 274-3824.

**Copy Code:** Melanie Curfman (mjcurfma@iupui.edu) will give you a copy code when you complete your hiring paperwork. Copiers are located in CA 313 and CA 507.

**FERPA:** The Federal government requires the University to comply with FERPA, the Family Educational Rights and Privacy Act. New faculty members must complete the FERPA tutorial at http://ferpa.iu.edu/, which presents basic information followed by a short quiz. All of the questions must be answered correctly to “pass.” However, if you do answer incorrectly, you will be allowed to see the correct answer and change your response. When you receive confirmation by email, forward it to assocfac@iupui.edu.

**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 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://manage.jagtag.iupui.edu/checkstaffstatus.aspx.

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 10 hours of orientation in the fall, additional orientation activities in the spring, and attend the August, fall, and spring workshops. 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 two-semester sequence successfully and whose course evaluations have been reviewed will no longer be considered probationary. 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 members 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 request forms to be released are listed below:
for a fall semester  February
for a spring semester  October
for summer sessions  early February

- Request forms submitted after the due 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 canceled; 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.

Applying for a Teaching Assignment in the University Writing Center

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 around classes taught and taken, home, other work commitments, etc.), and 4 hours during Finals Week
• Requires attendance at the UWC’s Fall Workshop and in-service 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 in-service 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 Jennifer Mahoney, Acting University Writing Center Coordinator, at jpmahone@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. 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.

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.

Weather – Related Cancellations

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 stations 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. Canceling 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 $15 from the Campus Card Service in CE217. Check the website for hours ([http://www.jagtag.iupui.edu/](http://www.jagtag.iupui.edu/)). 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 reimburses associate faculty for an “EM” pass each semester they are teaching. Contact Parking Services directly about their policies: http://www.parking.iupui.edu/Employees/EmployeeGeneralParkingInformation.aspx

Associate faculty may prefer to purchase a different permit from the one provided: http://www.parking.iupui.edu/Employees/EmployeePermitRatesAndSalesDates.aspx However, they will not be reimbursed at the higher rate.

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.

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.

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

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. After faculty complete the FERPA tutorial at (http://ferpa.iu.edu/) they will be assigned a mailbox in CA 313 and a filing cabinet drawer with a key.

About FERPA: The Federal government requires the University to take measures to keep student information confidential. The FERPA TUTORIAL presents basic information followed by a short quiz. Remember: All of the questions have to be answered correctly before your attempt
will “pass.” However, if you do answer incorrectly, you will be allowed to see the correct answer and change your response. When you receive confirmation by email, you will forward the email to assocfac@iupui.edu

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 leave messages for faculty during office hours by calling the Writing Program secretary’s number (274-3824), and instructors should give the number 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. Instructors must not leave portfolios or other 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 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. The Writing Program strongly supports writing teachers who wish to integrate technology into their pedagogy. 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. Technology can also increase interaction and collaboration, teach process steps, demonstrate revising and editing skills, and help students develop critical research skills.

Assumptions about Teaching with Technology in Writing Classrooms

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 free labs for completion of individual student work (although some class time may be devoted to beginning drafts or trying out revision strategies learned during class).

- 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.

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). 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.

- Instructors should pay close attention to their switch schedules on their teaching assignments. The switch schedule is the pattern of movement from regular classroom to computer classroom (and vice versa) during a typical semester week.

M/W and T/Th classes: The class meets in the computer room one day a week – the first day listed -- and in a traditional classroom the other day.

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.

- A syllabus for computer room classes should be well-planned. Instructors should list computer room policies on their syllabi and 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.

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** is encouraged 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.

**Technical Support**

- **The Knowledge Base** ([http://kb.iu.edu/](http://kb.iu.edu/)) is an award-winning database of thousands of answers to questions about computing and it is available to faculty and students.

- **The UITS Support Center** ([http://uits.iu.edu/](http://uits.iu.edu/)) addresses general questions or problems concerning technology. Their services and hours are as follows:
  
  - **ITHelpLive (live chat with a consultant)** ([http://ithelplive.iu.edu/](http://ithelplive.iu.edu/)) is a service available 8am-midnight every day. 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.

- **General classroom technology support** is provided by Classroom Services through **University Information Technology Services** (UITS) at 274-8400, who are responsible for maintaining the classroom computers as well as those in Cavanaugh lobbies. For projector issues Classroom Services (274-8400) should yield a quick response. For concerns about the screens in the rooms in the basement, again contact Classroom Services. Or, you may report issues to 274-0779 and follow-up with an email message to Mark Russell (marusse@iupui.edu).

- **Computer room switch schedule** occurs every semester for all classes using a computer classroom once a week in Cavanaugh. Currently, all sections of W270 and W231, and several sections of W131, meet in computer classrooms in CA 008, which is in the basement of Cavanaugh. 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 (one of the CA 008 rooms) one day a week and in a traditional classroom (CA 349 or CA 347) one day a week.

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

- **Liberal Arts Technical Services** staff are also available for faculty who need help with network services or office computing. See the following contact information:

  **Levi Osborn**, Technical Services Technician
  CA 319A 274-2518  globorn@iupui.edu

  **Mike Scott**, Director of Technical Services
  CA 001 D 274-2590  mscott@iupui.edu

  **Bill Stuckey**, Network & Information Services Coordinator (including Oncourse)
  CA 001C 274-2978  wstuckey@iupui.edu

  **Joy Kramer**, User Support Center (faculty office computers & printers)
  CA 001B1 274-4790  jkramer@iupui.edu

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

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

- **Reserving computer classrooms** for those instructors not teaching in a Cavanaugh Hall computer classroom may be reserved (on a one-time basis or for several class sessions) following the procedures outlined at [http://registrar.iupui.edu/rooms.html](http://registrar.iupui.edu/rooms.html). Contact your course coordinator if you have questions about the process.

- **Oncourse** is IU’s course management system and its online collaboration and learning environment, and it supports teaching and learning, committees, projects, research, and portfolios for Indiana University's community of students, faculty, and staff. Online Resources for Oncourse include:
  - **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](mailto:thectl@iupui.edu) 317-274-1300 provides support for integrating Oncourse CL into teaching.

The 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.” Many of our writing instructors have benefitted from the services of the CTL.

**Contact Information, Location, and Hours**

- Email: 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.

**CTL Workshops**

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](#).

**CTL 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
  o Electronic portfolios
  o Graphic design
    • Image creation
    • Image editing and manipulation
    • Desktop publishing
  o Reusable learning object development
  o Oncourse CL
  o Digital presentations
    • Asynchronous delivery
    • Synchronous delivery
    • Narrated web-delivered PowerPoints
    • Incorporating digital media into presentations
    • Optimizing web delivered presentations
  o Web development and design
  o Emerging Technology
  o Audience Response Systems
  o Plagiarism Deterrent Technology

To learn more, faculty are encouraged to visit The Center for Teaching and Learning.

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 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
- 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

The Writing Program offers a number of ways to enhance your teaching and to develop professionally. Some are required of all members teaching in the program or teaching particular courses. Some faculty may participate by choice. All are ways to make the most of your
teaching here at IUPUI.

August Workshop

This 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.

Course Specific Meetings

These 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.

Technology-Focused Workshops

These 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.

University Writing Center Teaching Assignments

These positions offer 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 in-service workshops offered each semester
• Collaborating with energetic and stimulating peers

End-of-Semester Portfolio Readings

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.

Program-Based Listservs

The Writing Program offers a listserv for the whole program to discuss issues of teaching, to raise concerns, to offer insights, and to share successes. Instructors will be added to lists relevant to their teaching, WPNews and the W231 list are examples, and they should feel encouraged to use them to keep up with program information, with pedagogical and theoretical discussions, and with what their colleagues are doing. Course coordinators also take part in the discussions, but they are meant to be a place of free exchange of ideas.

Individual Meetings with Course Coordinators

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.

FACET

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.

Gateway-to-Graduation

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 of $500 or more 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.

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.
• 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. In terms of assessing where students are with their writing, the first day sample will work best if the students are asked to provide comment, reasons, and examples on a topic relevant to them or to what they will encounter in the coming semester. 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. The SLA Curriculum Committee indicates that a course syllabus can be considered a "contract with students." A detailed course syllabus, handed out on the first day of class, gives students an immediate sense of what the course will cover, what work is expected of them, and how their performance will be evaluated. Furthermore, a well-prepared course syllabus shows students that you take your teaching seriously. A typical syllabus includes the sequence of assigned reading and activities by date and topic and provides information on course policies and procedures. With this in mind, the SLA Curriculum Committee recommends that syllabi written for the School of Liberal Arts, the governing head of the English department and the Writing Program, contain the following:

An electronic copy of each syllabus must be submitted to the Oncourse Faculty Resource Site 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. Grading standards and criteria
3. The elements of the class that will determine their final grade
4. What grading scale you will use in assigning the final grades

E. Other Policies

1. A statement regarding 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: [Code of Student Rights, Responsibilities and Conduct, part II, G.]).
3. Course policies regarding: attendance (including administrative withdrawal—see the next section below), make-up exams, late assignments, tests or exams, extra credit, extensions, illness, cheating and plagiarism, P/F, I, and W grades.
4. Supplementary material to help students succeed in the course; studying, note taking, additional readings or resources.
5. Statement on your beliefs about teaching and learning.
6. Innovative class procedures/structures, such as cooperative learning exercises, panel presentations, case study methods, class journals, etc.
7. A liability warning regarding activity on their IUPUI computer account.
9. A statement for military students regarding withdrawal due to being called to active military service beyond basic training.
10. The English department’s diversity statement.

Examples of the above statements can be seen in the W131 curriculum guide at [http://writing.iupui.edu/W131SyllabusAndHandouts.htm](http://writing.iupui.edu/W131SyllabusAndHandouts.htm). For more information on the above policies, see the next section.

Specific Concerns Associated with Information in the Above Section

**Attendance**

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.

Late Work Policy

Your syllabus should clearly state a late work policy, and students should be reminded of it frequently as the semester progresses.

- Assignments must be completed in the order assigned, one at a time. This means students should not be permitted to submit later papers/projects until previous ones have been submitted.
- Completing a project typically includes pre-work, composing an acceptable draft and writer’s statement, receiving reader response, submitting the draft for instructor response, and revising based upon the feedback. Papers should not be accepted until all aspects of an assignment are finished.
- Penalties for submitting late papers should be applied to the portion of the course grade attributed to performance and participation – typically 10%.
- A final deadline for any late work should appear on the syllabus, and the date should give students a minimum of a week to complete revisions for the final portfolio, which is still due the last day of class. Students who miss the deadline for late work and are thus ineligible to submit a portfolio will earn an F in the course.

Being too lenient often causes trouble later on. For example, students with irregular attendance may
think they can turn everything in all at once, late in the semester, and still be eligible to submit their final portfolio. They are shocked when they learn otherwise, and conflict results. While a little flexibility is sometimes called for, generally you should stick to the policies on your syllabus and remind students of them often. Don’t assume students are cognizant of all the procedures.

If you have questions about how to handle late work, or need sample language for your syllabus, please contact your course coordinator for the best approach in the course(s) you are teaching.

*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.

*Waitlist* is a procedure associated with registration that attempts to make enrollment into classes fair for every student. The Waitlist is administered by the Office of the Registrar. The following is excerpted from the web page where more information can be found (*http://registrar.iupui.edu/faculty.html*).

- 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.

*Enrollment Verification Rosters* appear 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. 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. (See “FLAGS” below.)

Administrative Withdrawal is a policy for all core classes in the Writing Program. The Administrative Withdrawal Policy is conducted through the Office of the Registrar and is handled through the FLAGS system (see below). The FLAGS system roster will appear in Oncourse and OneStart at the beginning of the semester, and it is through it that administrative withdrawal occurs. The Registrar’s statement about this policy (seen at http://registrar.iupui.edu/withdrawal-policy.html) is seen below:

This Administrative Withdrawal Policy is effective for all students enrolled in undergraduate level courses that are at least 6 weeks in duration. Students who miss more than 50% of an undergraduate course meetings and/or required activities during the first 25% of the course duration may be administratively withdrawn from that course unless documentation of contact with their course instructor, academic unit or academic advisor is provided. Students enrolled in Undergraduate courses may be administratively withdrawn regardless of their class standing. In addition, this Administrative Withdrawal Policy is subject to the following provisions:

- The Administrative Withdrawal Policy must be included in the course syllabus with specific language about the policy (see recommended language below). Students must be informed that their administrative withdrawal may have an impact on their Financial Aid awards and/or student visa status.
- The course instructor initiates the administrative withdrawal process and has the right to stop the process at any time. Students will be notified by the Office of the Registrar prior to being administratively withdrawn from a course.
- 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.
- Administrative withdrawals will be managed through the student performance roster. Administrative withdrawal attendance values will be available after the refund period for each course. Faculty will submit requests to administratively withdraw by selecting the appropriate attendance value:
  - Administratively withdraw – Some attendance
  - Administratively withdraw – No attendance

Suggested language for syllabi:

A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Example: Our course meets once/twice per week; thus if you miss more than two/four classes in the first four weeks*, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are
administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

Athletic Rosters are sent out by the athletic program 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 when they appear in his or her mailbox. If you have questions about handling these rosters, see your course coordinator.

FLAGS (Fostering Learning, Achievement, and Graduation Success) System

IU’s Early Student Performance Alert, or FLAGS, is designed to increase student retention and 4-year graduation rates. All faculty teaching undergraduate students are asked to provide feedback early and often on student attendance/performance in their classes. This feedback from the faculty is accomplished online using the Student Performance Roster as part of the FLAGS System. This roster will appear in Oncourse under SIS Grade Roster or OneStart Faculty Center for each section.

Feedback from the faculty using these rosters allows for quick and intentional intervention with those students who may need assistance; as a result, the campus recommends updating this roster frequently, and having a record when the Registrar “pulls” information from the roster for enrollment verification and administrative withdrawal (we will be prompted via email to be sure to have this information ready at the appropriate times). Based on faculty roster feedback, reports will be readily available to advisors and other school officials to take action.

The student performance roster will also be the mechanism for providing Administrative Withdrawal feedback. This one Student Performance Roster will satisfy all three needs and will be the ONLY roster faculty will be asked to process.

There are four areas of assessment for undergraduate students: Attendance, Trends, FLAGS, Recommended Student Actions. Faculty should keep the following in mind:

- Attendance “Attending” may be defaulted for all students on all rosters by selecting the available default box. Faculty members may then update only those who are not attending before submitting.

- Faculty may save as often as convenient. Each time a roster is submitted, any faculty changes are recorded and available to advisors, support center staff, and students.

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. The Principles:

**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;
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.

For more on the PULs, see http://iport.iupui.edu/selfstudy/tl/puls/.

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 using a form that shows how well students have made progress on or achieved a course’s goals. The evaluation should focus on what is happening in the portfolio as a whole, not
on its individual pieces as discrete assignments. Thus, the response should center on concerns associated with developing writing to its best possible end, not specifically on how individual assignments have been achieved. The stated goals of the course provide the basis for the evaluation, in line with a course’s grading guide.

Penalties for late or incomplete portfolios should be outlined in an instructor’s syllabus. When penalizing for late or incomplete portfolios, 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.

Grades submitted on final grade rosters in OneStart should match the final course grade reflected in the Oncourse gradebook. If you have questions about using the Oncourse gradebook or about calculating and submitting grades, please contact the Writing Program office.

**Reporting Final Grades**

Near the very end of the semester instructors will find the SIS 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. (Note that with these latter grades, instructors need to type in the last date, or approximate last date, of attendance.) A grade of NR for “not reported” will be given to students if an instructor misses the deadline for submitting course grades. Students are then directed to contact their instructor about receiving their grades.

When an instructor has completed grading final student work for their section or sections, students must be notified of the outcome. They will learn of the course grade once grades have been submitted through OneStart (which can be accessed through the “SIS Grade Roster” link in an instructor’s Oncourse site). However, instructors also should plan to send notification of evaluation results via Oncourse mail (so final forms can be sent as attachments to these messages); or by following the traditional protocol of sending back final work and a response form with the grade for the final work in a self-addressed stamped envelope that the student provides. (Directions for providing these envelopes should be explained in class before the semester ends.)

**Incompletes**

From time to time, students run into trouble at the end of the semester when circumstances prevent them from completing a course on time. The Registrar’s page at [http://registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html) indicates considerations for awarding an incomplete. With this information in mind, the Writing Program recommends the following:

*Eligibility*

Incompletes are appropriate only when exceptional circumstances prevent students from finishing all course requirements by the end of the semester. Exceptional circumstances
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.
- **W270**: 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, 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 after an incomplete has been completed, 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 reviewed by course coordinators and members of the Writing Coordinating Committee. If informal contact does not resolve the problem, formal procedures are used. 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? If not, why not?
2. If so, describe the process (be specific with dates etc.)
3. What prevented resolution of the problem?
4. Explain the problem.
5. State the facts, using specific dates, times, issues under dispute.
6. What solution are you seeking?
7. 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://studentaffairs.iupui.edu/student-rights/index.shtml](http://studentaffairs.iupui.edu/student-rights/index.shtml)

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: [IUPUI Disruptive Student Policy](http://studentaffairs.iupui.edu/student-rights/index.shtml).

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** ([https://protect.iu.edu/iupd/divisions](https://protect.iu.edu/iupd/divisions)).

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](http://bct.iupui.edu).

**Responsibilities for Conducting Primary Research in Writing Program Courses**

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](https://protect.iu.edu/iupd/divisions) "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."  

- 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.  

- 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) that might not conform to requirements or expectations that would exist in a particular professional community.  

1 Office of Research Administration, Non-Research Student Projects  

Primary Research Assignment Guidelines  

Students will need instruction at each step of the primary research process, beginning with determining the question that 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 (note: 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 (note: surveys and observations should be conducted under the assumption that the findings will be kept anonymous.

Questions

Students should design questions that 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 undue 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.
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 should choose 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 when attendance will be ensured: 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. 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 INSTRUCTORS STAY IN THE CLASSROOM WHILE STUDENTS ARE DOING EVALUATIONS, NOR ARE THEY TO 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. 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.

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://aes.iupui.edu/.

Working with Students in the Military and with Student Veterans

Over the last decade or so, more and more students entering our classes have experience with military service or have pending commitments to serve. IUPUI is committed to supporting those students with commitments to service and those returning from service. As of 2014, 1094 students are registered veterans at IUPUI. An additional set are on reserve or on some other form of active duty.

In working with their students, faculty ought to be aware of the following policies and resources:

**Students Being Called to Active Duty**

IUPUI withdrawal policy for students called to active duty: see the policy at http://veterans.iupui.edu/practices/withdrawal.php, which is part of the Office for Veterans and Military Personnel website.

**On Campus Readjustment Counseling**

A counselor from the Indianapolis Vet Center is available on campus in the Office for Veterans and Military Personnel (CE 050) every other Monday from 1-4 PM (and available as needed) to answer questions about the services they provide and discuss any issues anyone may have in readjusting to civilian life and/or readjusting to being home from a deployment. See the Office for Veteran and Military Personnel site at http://veterans.iupui.edu/resources/campus.php for more information.

**Other Services**
See the list of other services the Office for Veterans and Military Personnel provides in the “OVMP Services” section of the following page: http://veterans.iupui.edu/about/index.php.

Additional Information

Veteran students may or may not declare their service past. Sensitivity to all students no matter their background is a core value in IUPUI Writing Program courses, but sensitivity to the needs of veterans especially is worth attention by any instructor. The Office for Veteran and Military Personnel at IUPUI is a good resource for faculty, veterans, and presently serving military students. They are more than willing to answer questions faculty and students might have. A contact box at the bottom of their home page can be used to make contact. The home page is located at http://veterans.iupui.edu/index.php.

A PowerPoint on working with military students is available at the WP Faculty Resources site in Oncourse. It has useful information on characteristics of student veterans, issues in reintegrating for veterans, issues of mental health that can affect veterans, suggestions for faculty and staff, and information and resources (the latter from the Veteran and Military Service Coordinator in Bloomington, who works closely with the local Office for Veteran and Military Personal). For questions related to working with veteran students and students in active service, contact your course coordinator and/or the Office for Veteran and Military Personal.

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 W270, 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 Writing Center Award Plaque.