

Handbook for Rhetoric & Composition Faculty

2010-2011

*The Composition Program
Department of English
University of Southern Indiana*



INTRODUCTION

This handbook is designed to support faculty teaching in the Composition Program through the English Department at the University of Southern Indiana. Rhetoric and Composition faculty teach English 100, English 101, and English 201. Included in this handbook are:

- Descriptions of English 100, 101, and 201;
- Goals and objectives for each course;
- Approved texts for each class;
- Templates for syllabi;
- Information on placement into English 100 or English 101; and
- Special information for full-time and adjunct faculty such as payroll, parking, computer access, and so on.

Pedagogical resources can be found online at the English Composition in the Core Curriculum homepage, <http://www.usi.edu/libarts/english/EnglishUCC/>.

IMPORTANT PHONE NUMBERS

Security and Safety, AC 105:

Emergency: 465-7777

Non-emergency: 464-1845

Liberal Arts Office, LA 3001: 464-1855

English Department Administrative Assistant, Gayle Jessie, OC 3074E: 465-7128

English Department Chair, Dr. Stephen Spencer, OC 3074C: 465-7063

Director of Composition, Dr. Patrick Shaw, OC 3074 D: 461-5258

Assistant Director of Composition, Dr. Jaclyn Wells, OC 3007: 464-1747

Academic Skills Writer's Room: 461-5359

Computer Center: 464-1899

Human Resources: 464-1815

Instructional Technology: 464-1888

Rice Library: 464-1888

Other Numbers:

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SPECIAL INFORMATION FOR RHETORIC AND COMPOSITION FACULTY

The Adjunct Office is located in XS213, Administrative Services South Annex Building. The Adjunct Office has desks, telephones, and computers.

English Department offices and the Liberal Arts offices are located on the third floor of the Liberal Arts building.

Keys. Faculty should arrange with the Liberal Arts Secretarial Staff for keys to the Liberal Arts building and offices and the South Annex building and offices. These keys can be picked up at the Physical Plant Service Center with a picture ID.

Telephone. Adjunct faculty will be assigned individual voicemail numbers **if requested**. The number for XS213 is 461-5382. Please set up a voicemail account and check your voicemail regularly; you may miss important messages if you do not.

Emergency Notifications of campus closings, power outages, or crisis situations can be sent to you via text message if you register your cell phone with the USI Rave Alert System. To register, go to <http://www.usi.edu/Emergency/alerts.asp>.

Campus Mail is sent to Liberal Arts Office 3057 for all English faculty, including those whose offices are in the South Annex. Mailboxes are located on the third floor behind the elevators. The university's address is 8600 University Blvd., Evansville IN, 47712.

Email. USI instructors **MUST** use a USI email account, ending in @usi.edu. To establish an email account, contact the Computer Center at 465-1080.

All official departmental communications will be sent to this account. You are welcome to forward email from your USI account to a personal email address, but personal email accounts will not be used for official departmental correspondence.

English in the Core Curriculum Website:

<http://www.usi.edu/libarts/english/EnglishUCC/instructors.asp>.

Please visit this website, which is updated regularly throughout the semester, for downloadable syllabi templates, lists of required texts for ENG 100, ENG 101 and ENG 201, information on service learning, announcements of meetings and events, and other important materials.

Copying Materials. Copying machines are located in LA 3002 and 3029 for making 10 or fewer copies of teaching materials. These machines can also make overhead transparencies; transparency material and additional copy paper are located in nearby cabinets. For more than 10 copies, faculty should complete a "Copy Center Request Form," available beside faculty mailboxes, and place their materials in the bin next to the mailboxes. Please allow twenty-four

hours for these requests to be fulfilled; during midterm and finals week, requests may take up to forty-eight hours.

Please remember that the English Department has a total copy and printing budget of \$1200. This includes money for publications and brochures as well as syllabi and handouts. **Keep photocopying to a minimum.** Whenever possible, post handouts, additional readings, and assignment prompts to Blackboard, MyCompLab, or your official course website. (Students should be given a printed copy of your syllabus.)

Blue books are used for in-class essay exams or other in-class writing you want to collect and grade. Contact the English Department Administrative Assistant to request blue books; you should indicate the exact number needed and allow at least one week before the books are needed. For the required diagnostic essays, blue books will be requested for you by the Assistant Director of Composition.

Office Supplies such as paperclips, binders, pens, staplers, and so on are available from the English Department Administrative Assistant.

Computer Access for Faculty and for Classes. Faculty have access to email, Internet and word processing in their offices. New faculty should complete a Network Request Form to obtain passwords for accessing their email and network procedures. (See the English Department Administrative Assistant for help.)

The English Department maintains one computer lab, LA 1008, in the Liberal Arts building. Ms. Jaclyn Wells handles scheduling of English classes in LA 1008; contact her at 464-1747 or jmwells@usi.edu to request access. The key to LA 1008 is available in the Liberal Arts office on the third floor of the Liberal Arts building.

The English Department also owns laptop computers contained in the Laptop CART. The CART cannot be removed from the Liberal Arts building. To sign up for the CART, stop by Ms. Wells office, OC3007, and write your last name, course and section number into the appropriate time slot on the CART schedule. The key to the CART is available from the English Department Administrative Assistant in OC3074E. Only instructors may sign out and sign in the key; please do not ask your students to pick up or return the key for you. This helps us protect against theft.

Instructional Technology Services. Audiovisual equipment should be ordered at least twenty-four hours before you plan to use it from Instructional Technology Services (464-1888). The equipment will be delivered to your classroom. Some classrooms are equipped with overhead projectors and SmartBoards; if you are having difficulty with or would like training on SmartBoards or other in-room technology, contact ITS.

MyUSI and Blackboard. MyUSI allows you to access both faculty and student information and is the portal for entering midterm and final course grades, checking class rosters, and accessing

Blackboard. MyUSI usernames and passwords are established by calling the Computer Center Help Desk at 465-1080.

Blackboard is the online classroom space for USI courses. Blackboard has an email feature; a homepage for reminding students of upcoming assignments and other important announcements; a chat feature for talking with students in real-time online; a discussion board for facilitating online class discussion; a digital dropbox for collecting student work; and a repository for course documents like handouts, assignment prompts, and additional readings.

You are strongly encouraged to use Blackboard to reduce the amount of photocopying you need to do, to communicate with students between classes, and to post important announcements students may miss when they are absent. The learning curve on Blackboard is quite small; if you can use email and surf the Internet, you should be able to learn Blackboard. One-hour tutorials in Blackboard are also offered throughout the semester through Extended Services. These tutorials are free.

Payroll disbursements are made once a month. Green timesheets must be filled out, signed, and turned in to the Liberal Arts Administrative Assistant on time to avoid delays in payment. Further payroll information is available from Angela Torres in the Liberal Arts Office (812-464-1735).

Through MyUSI, faculty can check benefits, tax deductions, sick time, and so on. To find this information, click on the Self-Service tab.

Parking. Faculty may park in any lot on campus. Handicapped spaces are available beside the Liberal Arts Building.

Faculty Absence Policy and Canceling Classes. If you must miss a class because of an unexpected illness or emergency, the Director of Composition or the English Department Chairperson should be notified *immediately*. Most faculty report to the English Department Administrative Assistant, Gayle Jessie, who notifies the appropriate parties.

You must speak to someone when canceling class. If Gayle isn't in, call Kim Myers in the Liberal Arts Dean's office. Do not leave a voicemail or send an email message.

While some teachers ask students to check email or Blackboard for an assignment or activity to replace a class meeting, **you must still officially cancel your classes** by speaking to Gayle (or someone else, if Gayle isn't in). In other words, faculty are not allowed to post a note on Blackboard that in lieu of class students will do a Blackboard assignment. Faculty must notify the university before the scheduled class meeting when they will not be meeting their classes.

Should you know in advance (i.e., the day before) that you won't be able to meet with your classes, **contact either Ms. Jaclyn Wells or Dr. Patrick Shaw a.s.a.p.** For non-emergency situations, it is fine to send an email listing the courses, days, times, and room numbers you'll

be missing, as well as any lesson plans you have for the class period(s). **Arrangements will be made to cover your classes if at all possible.** If substitutes cannot be found, you will be notified, either via email or telephone, that your classes have been cancelled.

The Director of Composition prefers to find substitutes for adjunct and contract faculty rather than instructors making their own arrangements because the Dean has requested that adjuncts not act as substitutes. Since adjuncts are paid by the class, not salaried, they receive no compensation for substituting the way salaried instructors do.

INSTRUCTOR RESOURCES

Placement in GENS 098, ENG 100 and ENG 101. USI offers three options for writers beginning their first-year composition sequence: ENG 101, ENG 100, or GEN 098. Writers in each class can be characterized as follows:

ENG 101: Competent Writers. Students entering English 101 should demonstrate most of the following characteristics:

- Familiarity with the basic structure of an essay (introduction, body and conclusion), even if this structure is the five-paragraph theme;
- Ability to focus an essay around a single, controlling idea;
- Ability to develop a single, controlling idea with sufficient, relevant details;
- Understanding of the need to organize an essay for readers through transitions; and/or
- Command of grammar, mechanics and spelling so that their writing is easily readable.

ENG 100: Emerging Writers. Students entering English 100 may demonstrate most of the following characteristics:

- Lack of familiarity with the basic structure of an essay (introduction, body and conclusion);
- Difficulties in focusing an essay around a single, controlling idea, although attempts to do so should indicate that writers are aware of the need to focus their writing;
- Difficulties in developing ideas because details are either unrelated to the controlling idea or are overly general;
- Difficulties organizing an essay for readers, although attempts to do so should indicate that writers are aware of the need to provide a logical progression of ideas; and/or
- Poor command of grammar, mechanics and/or spelling so that essays are difficult to read and understand.

GEN 098: Developing Writers. Students entering GEN 098 may demonstrate most of the following characteristics:

- Little or no understanding of the basic structure of an essay (introduction, body and conclusion), so that essays may read as a string of disconnected thoughts or as a list of overly general observations;
- Inability to focus an essay around a single, controlling idea, suggesting that writers are unaware of the need to convey a main idea through writing;
- Inability to develop ideas through relevant, interpreted details, suggesting that writers have little or no awareness of an audience besides the writer;
- Inability to organize an essay for readers, suggesting that writers are unaware of the need to provide a logical progression of ideas for an audience; and/or
- Insufficient command of grammar, mechanics and spelling so that essays are very difficult to read and understand.

Students are automatically enrolled in ENG 101 if they meet two of these three criteria:

- High school rank: 51% or above
- ACT/SAT Verbal: 450 or above
- ACT/SAT Writing: 450 or above

Writing Placement

Students who do not meet these criteria compose a Writing Placement Essay. This essay is completed during a 45-minute period at USI and is scored by instructors from the USI English

Department. Based on the placement essay score, students are enrolled in ENG 101, ENG 100, or GENS 098. *If you would like to serve as a paid reader for placement essays, contact Dr. Patrick Shaw.*

Directed Self-Placement

Some students who meet the criteria for placement in ENG 101 may feel that they would be better served by either ENG 100 or GENS 098. In this case, students are encouraged to confer with their academic advisors, who can help them decide what course would be most appropriate.

Required Diagnostic Essays for ENG 100 and ENG 101. All instructors of ENG100 and ENG101 must conduct a diagnostic essay in their ENG100 and ENG101 classes during the first week of every semester (fall, spring, and summer). Diagnostic essay prompts will be distributed by the Director of Composition before the first week of classes.

Each ENG100 and ENG101 instructor should review diagnostic essays for her/his classes **before the beginning of the second week of classes**. Using the above criteria for determining if a student is a Competent, Emerging, or Developing writer, each instructor should evaluate if students have been placed correctly into ENG100 or ENG101. If an ENG100 writer seems better suited for GENS098 or for ENG101, or if an ENG101 student seems better suited for ENG100, the instructor should speak with that student about changing courses before the end of the second week of class.

A brochure for students on Directed Self-Placement is available from Dr. Patrick Shaw. You may find this a helpful advising tool when talking to students about changing classes. If you have any questions about the diagnostic essay, contact Ms. Jaclyn Wells.

ENG 101 and ENG 201 Course Objectives. The Rhetoric and Composition Committee has developed these objectives for the first-year writing sequence at USI.

English 101: Literacy and the Self

1. Academic Literacy

Prepares students to:

- Read and comprehend academic discourse.
- Discover, develop, and articulate ideas through discussion and writing.
- Communicate effectively within various rhetorical contexts.
- Reflect on their reading and writing practices.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.

- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Individual Development

Means that, through critical thinking, reading, and writing, students will:

- Discover, develop, revise, and express their ideas.
- Become members of academic discourse communities.
- Develop, refine and defend a personal ethos.
- Evaluate positions on issues from critical perspectives.

To achieve these goals, all English 101 students will be required to write at least 16 pages (4500 words) of revised, finished prose, developed through a process of invention, development, and revision. Assignments, either individually or in combination, will ask students to practice the following:

- Exposition
- Analysis
- Critique
- Argumentation
- Reflection

English 201: Literacy and the World

1. Academic Literacy

Enables students to:

- Employ critical thinking, reading, and writing skills in order to communicate effectively within various academic contexts.
- Employ the appropriate research methods and conventions for a given context.
- Adapt these skills to life in the university and beyond.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Cultural Awareness

Means that, through writing and discussion, students will:

- Discover, develop, revise, and express their ideas.
- Locate themselves as members of discourse communities.
- Conduct research to support various forms of argument.

- Develop, evaluate, and refine their positions with respect to those held by other members of various discourse communities.
- Apply their knowledge and understanding of the various forms of argument to subjects and issues in contemporary society and culture.

To achieve these goals, all English 201 students will be required to write at least 20 pages (6000 words) of revised, finished prose, developed through a process of invention, development, and revision. Assignments, either individually or in combination, will ask students to practice the following:

- Inquiring
- Convincing
- Persuading
- Mediating or Resolving
- Reflecting.

Course Syllabi. Electronic copies of all English 100, 101 and 201 course syllabi must be sent to the Director of Composition (pjshaw@usi.edu) and the English Department Administrative Assistant (Gjessie@usi.edu) at the beginning of each semester (preferably within the first two weeks of classes). These syllabi are filed with the English Department.

Downloadable versions of the syllabi templates for ENG 100, ENG 101 and ENG 201 are available at <http://www.usi.edu/libarts/english/EnglishUCC/instructors.asp>. The minimum contents for the course syllabus are:

- Title of course
- Course and section number
- Meeting time and location
- Teacher's name
- Office location
- Office hours
- Office phone
- Required texts and supplies
- Optional texts (if applicable)
- Additional supplies and materials (if applicable)
- UCC Goals
- Course goals and outcomes
- Course description
- Description of required coursework
- Course evaluation criteria
- Policy statements on attendance, class participation, late and missed assignments, and cell phones or other electronic devices
- Composition Program Grievance Policy
- Hybrid course policy (if applicable)
- Statement on plagiarism
- Statement on disability support services
- Information about the Writer's Room

- Tentative schedule of reading and writing assignments
- Signature page (optional)

USI recommends that all faculty also include a statement on inclement weather policies in their syllabi. In the past few years, the Evansville area has suffered two major ice and snow storms. The university does not always cancel classes during these events; therefore, instructors are encouraged to have formal policies in place for how they will handle student absences due to inclement weather and for how they will notify students if the instructor is cancelling class due to weather conditions.

All faculty should distribute printed copies of course syllabi during the first week of classes. A course syllabus is a contract between teachers and their students, in which teachers describe the department's objectives for the course and the means whereby they will help students reach those goals. A syllabus also explains how student performance will be evaluated and informs students of course policies they'll be expected to abide by during the semester.

Syllabus templates for English 100, 101 and 201 are provided in the following pages. You are strongly encouraged to download the appropriate syllabus/syllabi for the courses you are teaching; all English 100, 101 and 201 course syllabi should follow these templates, and downloading them ensures that you don't overlook any important components.

English 100 Syllabus Template

English 100.0xx: Introduction to Rhetoric and Composition Meeting Time and Location

Faculty Name
Office Location
Office Phone
Faculty Email Address
Office Hours

**Boldface items
are required**

Required Texts and Supplies

Ballenger, Bruce. *The Curious Writer: Concise Edition*. Second ed. New York: Pearson, 2009.

Optional Texts (if applicable)

Aaron, Jane E. *The Little, Brown Compact Handbook with Exercises*. Custom ed. for the University of Southern Indiana Composition Program. Upper Saddle River, NJ: Pearson, 2007. (or other handbook of instructor's choosing)

Additional Supplies (if applicable)

Course Description:

A portfolio-based, preparatory course in reading, writing, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, developing, and organizing writing. Special attention also is given to strategies for revising and editing writing. Course credits will apply as electives toward graduation. Prereq: GENS 098 or appropriate placement, based on such factors as the RCPE score, high school GPA, high school class rank, and DRP. Basic keyboarding skills required. A "C" is the minimum grade for a ENG 100 student to progress to ENG 101.

Course Goals and Outcomes:

The goals of English 100 are to convey to you the following principles and practices regarding writing:

- **Students should value themselves as thinkers and producers of ideas worth writing down, developing critical thinking skills and understanding that what they write “counts”; students should understand that this is an important course because it has permitted them access to the university, and with that comes responsibility of adapting to the university community; and students should distinguish between academic and nonacademic discourse and mastering academic skills to ensure their success as students;**
- **Students should recognize the importance of and the role of writing beyond the writing class, including across the curriculum, as citizens, and in the workplace;**
- **Students should realize the relationship between reading and writing, and to review strategies for reading that include pre-reading, formulating questions, journaling, and written response;**
- **Students should be exposed to a range of texts, student work and essays written by professional writers, whereby they have features of texts and language conventions pointed out to them that they might model in their own process upon;**

- **Students see that writing is rhetorical, that when we write it is to an particular audience, for a specific purpose;**
- **Students should discuss issues and implications of correctness and, when necessary, be taught structure, style, and grammatical and mechanical correctness in the context of student writing to illustrate the effect of coherence and fluidity on a writer’s credibility.**

Description of Required Coursework

You should include a description of the ways the work and evaluation in the course address the course goals. (Individual assignment sheets should identify specific goals and outcomes for the assignments.) The model of portfolio assessment in use should also be described.

Course Grade Breakdown

You should list each activity to be graded and its percentage or point value towards students’ final grades.

Example:

Essay 1	10%
Essay 2	10%
Essay 3	10%
Essay 4	10%
In-class writing	10%
Peer Review	10%
Attendance and Participation	10%
Portfolio	30%

Policy Statement on Attendance

The Composition Program does not have a specific attendance policy. However, all sections need to state the importance of attendance, whether or not it contributes formally to students’ final grades. All attendance policies should allow for exceptional circumstances. If a particular student’s attendance becomes a significant issue, the Composition Program, English Department, and College of Liberal Arts administrators will be better able to support you if you have your policy published in your syllabus.

Example: “Students may miss up to two weeks’ worth of class meetings. Each absence after this limit will reduce the student’s final grade by one letter grade. Exceptional circumstances will be evaluated on a case-by-case basis.”

Policy Statement on Class Participation

You should emphasize the importance of careful reading and productive contribution to class discussion and participation in classroom activities such as peer review.

Policy on Late and Missed Assignments

As with Attendance, the Composition Program does not have a specific policy on late and missed assignments. Whatever policy you decide is appropriate, the Composition Program, English Department, and College of Liberal Arts administrators will be better able to support your decision if you have your policy published in your syllabus.

Statement on Academic Dishonesty and Plagiarism:

All work submitted for this course must be your own and written exclusively for this course. If you have any questions regarding this policy, please see me. According to the University of Southern Indiana Bulletin, “The University considers plagiarism a form of academic dishonesty and proof of

plagiarism may subject a student or student organization to disciplinary action as outlined in the University of Southern Indiana Code of Conduct.” Penalties for plagiarism range from failure on an individual assignment to dismissal from the university, depending on the severity of the infraction.

Composition Program Grievance Policy

The Composition Program recognizes that even in the best of circumstances misunderstandings can occur between students and their instructors. If an issue arises that students feel may affect the quality of their instruction and/or final grades, they should first seek to resolve the issue with the instructor. If students and the instructor cannot come to an adequate resolution, then either the students or the instructor may seek further assistance from the Composition Program administration by contacting the Assistant Director of Composition, Ms. Jaclyn Wells. Office: OC 3007. Phone: 464-1747. Email: jwells@usi.edu.

Policy on Cell Phones and Other Electronic Devices

This policy is up to your discretion, but you need to make some sort of statement. Otherwise, usage can get out of hand. Below is Patrick Shaw's:

Turn them off. Leave them in your bag. Don't put them on your desk or on your lap or anywhere else. This policy includes laptop computers. Repeated violations of this policy will be considered a violation of section 2.21.1 of the *Student Code of Conduct* and be reported to the Dean of Students.

The Writers' Room

The Writers' Room (ED 1102) has peer writing consultants available to help all USI students with any writing project for any class. In one-to-one sessions, consultants help students become aware of effective writing processes and strategies while providing feedback at any stage of the writing process. Some areas a student might focus on during a session include brainstorming, revising, writing a thesis statement, organizing ideas, citing, or using language effectively and correctly. Appointments and more information about our free services are available by calling 461-5359.

Statement on Disability Support Services:

If any member of the class feels that he or she has a disability, please advise the instructor of desired accommodations by the end of the first week of class or as soon as you have written documentation. The instructor will work with you and the staff of Disability Support Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform and participate in class.

Tentative Schedule of Reading and Writing Assignments/ or Daily or Weekly Syllabus

You can make this section as general or as specific as you like. However, you need to include such a schedule, even if you know that you will have to make changes as the semester progresses. No matter what form your schedule takes, it is imperative that the word *Tentative* appears in the heading (see below).

(Optional) Signature Page

This page gradually is becoming a necessity, but for now it remains an option. Students more and more consider their relationship to the university as that of consumers to a retail business. Recent events in higher education indicate that students, their parents, and in some cases university administrators consider syllabi as quasi-legal contracts between students and instructors. Consequently, you may want

to include a separate page that requires students to acknowledge having received, read, and understood the syllabus and indicating that they agree to comply with its terms. You can collect these pages and store them in a safe place until the end of the semester.

English 101 Syllabus Template

English 101.0xx: Literacy and the Self Meeting Time and Location

Faculty Name
Office Location
Office Phone
Faculty Email Address
Office Hours

**Boldface items
are required**

Required Texts and Supplies

Aaron, Jane E. *The Little, Brown Compact Handbook with Exercises*. Custom ed. for the University of Southern Indiana Composition Program. Upper Saddle River, NJ: Pearson, 2007.

Hillyer, Audrey, Howard Jones, and Patrick Shaw, eds. *The Mercury Reader for USI English 101*. Upper Saddle River, NJ: Pearson, 2009.

Murray, Kim. *What Every Student Should Know about Using a Handbook*. Upper Saddle River, NJ: Pearson, 2008.

mycomplab: an online resource and writing environment. Access code included with *The Little, Brown Handbook*.

Reid, Stephen. *The Prentice Hall Guide for College Writers*. Custom ed. for the University of Southern Indiana Composition Program. Upper Saddle River, NJ: Pearson, 2008.

Optional Texts (if applicable)
Additional Supplies (if applicable)

Course Description:

English 101 is a course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. Meets University Core Curriculum Goal A1: Composition/Speech. Prerequisites: ENG 100 or appropriate placement. Basic keyboarding skills required; see ASBE 121.

University Core Curriculum Goals for English 101

A. The Mind: Enhancement of Cognitive Abilities

A1. The ability to communicate effectively

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

Course Goals and Outcomes:

1. Academic Literacy

Prepares students to:

- Read and comprehend academic discourse.
- Discover, develop, and articulate ideas through discussion and writing.
- Communicate effectively within various rhetorical contexts.
- Reflect on their reading and writing practices.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Individual Development

Means that, through critical thinking, reading, and writing, students will:

- Discover, develop, revise, and express their ideas.
- Become members of academic discourse communities.
- Develop, refine and defend a personal ethos.
- Evaluate positions on issues from critical perspectives.

Description of Required Coursework

In all sections of ENG 101, students are required to write at least 16 pages (4500 words) of revised, finished prose, developed through a process of invention, development, and revision. You may require more, through formal essay assignments, journals, blogs, or other forms of writing. Your major assignments, either individually or in combination, will ask students to practice the following:

- Exposition
- Analysis
- Critique
- Argumentation
- Reflection

You also should include a description of the ways the work and evaluation in the course address the UCC and Composition Program objectives for the course. (Individual assignment sheets should identify specific goals and outcomes for the assignments.) Boilerplate language for your syllabus could go as follows:

“Each major writing assignment emphasizes at least one of the following: exposition, analysis, critique, argumentation, reflection. All formal writing assignments will be evaluated based on the Academic Discourse Conventions, the weights of which will vary from assignment to assignment. Individual assignments will address particular aspects of Academic Literacy and the Enhancement of Individual Development.”

Course Grade Breakdown

You should list each activity to be graded and its percentage or point value towards students' final grades.

Example:

Essay 1	10%
Essay 2	15%
Essay 3	20%
Essay 4	25%
In-class writing	10%
Peer Review	10%
Attendance and Participation	10%

Policy Statement on Attendance

The Composition Program does not have a specific attendance policy. However, all sections need to state the importance of attendance, whether or not it contributes formally to students' final grades. All attendance policies should allow for exceptional circumstances. If a particular student's attendance becomes a significant issue, the Composition Program, English Department, and College of Liberal Arts administrators will be better able to support you if you have your policy published in your syllabus.

Example: "Students may miss up to two weeks' worth of class meetings. Each absence after this limit will reduce the student's final grade by one letter grade. Exceptional circumstances will be evaluated on a case-by-case basis."

Policy Statement on Class Participation

You should emphasize the importance of careful reading and productive contribution to class discussion and participation in classroom activities such as peer review.

Policy on Late and Missed Assignments

As with Attendance, the Composition Program does not have a specific policy on late and missed assignments. Whatever policy you decide is appropriate, the Composition Program, English Department, and College of Liberal Arts administrators will be better able to support your decision if you have your policy published in your syllabus.

Statement on Academic Dishonesty and Plagiarism:

All work submitted for this course must be your own and written exclusively for this course. If you have any questions regarding this policy, please see me. According to the University of Southern Indiana Bulletin, "The University considers plagiarism a form of academic dishonesty and proof of plagiarism may subject a student or student organization to disciplinary action as outlined in the University of Southern Indiana Code of Conduct." Penalties for plagiarism range from failure on an individual assignment to dismissal from the university, depending on the severity of the infraction.

Composition Program Grievance Policy

The Composition Program recognizes that even in the best of circumstances misunderstandings can occur between students and their instructors. If an issue arises that students feel may affect the quality of their instruction and/or final grades, they should first seek to resolve the issue with the instructor. If students and the instructor cannot come to an adequate resolution, then either the students or the instructor may seek further assistance from the Composition Program administration by contacting the Assistant Director of Composition, Ms. Jaclyn Wells. Office: OC 3007. Phone: 464-1747. Email: jwells@usi.edu.

Policy on Cell Phones and Other Electronic Devices

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Turn them off. Leave them in your bag. Don't put them on your desk or on your lap or anywhere else. This policy includes laptop computers. Repeated violations of this policy will be considered a violation of section 2.21.1 of the *Student Code of Conduct* and be reported to the Dean of Students.

The Writers' Room

The Writers' Room (ED 1102) has peer writing consultants available to help all USI students with any writing project for any class. In one-to-one sessions, consultants help students become aware of effective writing processes and strategies while providing feedback at any stage of the writing process. Some areas a student might focus on during a session include brainstorming, revising, writing a thesis statement, organizing ideas, citing, or using language effectively and correctly. Appointments and more information about our free services are available by calling 461-5359.

Statement on Disability Support Services:

If any member of the class feels that he or she has a disability, please advise the instructor of desired accommodations by the end of the first week of class or as soon as you have written documentation. The instructor will work with you and the staff of Disability Support Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform and participate in class.

Tentative Schedule of Reading and Writing Assignments/ or Daily or Weekly Syllabus

You can make this section as general or as specific as you like. However, you need to include such a schedule, even if you know that you will have to make changes as the semester progresses. No matter what form your schedule takes, it is imperative that the word *Tentative* appears in the heading (see below).

(Optional) Signature Page

This page gradually is becoming a necessity, but for now it remains an option. Students more and more consider their relationship to the university as that of consumers to a retail business. Recent events in higher education indicate that students, their parents, and in some cases university administrators consider syllabi as quasi-legal contracts between students and instructors. Consequently, you may want to include a separate page that requires students to acknowledge having received, read, and understood the syllabus and indicating that they agree to comply with its terms. You can collect these pages and store them in a safe place until the end of the semester.

English 201 Syllabus Template

English 201.0xx: Literacy and the World Meeting Time and Location

Faculty Name
Office Location
Office Phone
Faculty Email Address
Office Hours

**Boldface items
are required**

Required Texts and Supplies

Aaron, Jane E. *The Little, Brown Compact Handbook with Exercises*. Custom ed. for the University of Southern Indiana Composition Program. Upper Saddle River, NJ: Pearson, 2007.

Miller, Robert K. *The Informed Argument*. 7th ed. Custom published for USI. New York: Thomson Wadsworth, 2007.

Murray, Kim. *What Every Student Should Know about Using a Handbook*. Upper Saddle River, NJ: Pearson, 2008.

mycomplab: an online resource and writing environment. Access code included with *The Little, Brown Handbook*.

Rhetoric.

Optional Texts (if applicable)
Additional Supplies (if applicable)

Course Description:

English 101 is a course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. Meets University Core Curriculum Goal A1: Composition/Speech. Prerequisites: ENG 100 or appropriate placement. Basic keyboarding skills required; see ASBE 121.

University Core Curriculum Goals for English 101

A. The Mind: Enhancement of Cognitive Abilities

A1. The ability to communicate effectively

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

Course Goals and Outcomes:

1. Academic Literacy

Enables students to:

- Employ critical thinking, reading, and writing skills in order to communicate effectively within various academic contexts.
- Employ the appropriate research methods and conventions for a given context.
- Adapt these skills to life in the university and beyond.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Individual Development

Means that, through writing and discussion, students will:

- Discover, develop, revise, and express their ideas.
- Locate themselves as members of discourse communities.
- Conduct research to support various forms of argument.
- Develop, evaluate and refine their positions with respect to those held by other members of various discourse communities.
- Apply their knowledge and understanding of the various forms of argument to subjects and issues in contemporary society and culture.

Description of Required Coursework

In all sections of ENG 201, students are required to write at least 20 pages (600 words) of revised, finished prose, developed through a process of invention, development, and revision. You may require more, through formal essay assignments, journals, blogs, or other forms of writing. Your major assignments, either individually or in combination, will ask students to practice the following:

- Inquiring
- Convincing
- Persuading
- Mediating or Resolving
- Reflecting

You also should include a description of the ways the work and evaluation in the course address the UCC and Composition Program objectives for the course. (Individual assignment sheets should identify specific goals and outcomes for the assignments.) Boilerplate language for your syllabus could go as follows:

“Each major writing assignment emphasizes at least one of the following: exposition, analysis, critique, argumentation, reflection. All formal writing assignments will be evaluated based on the Academic Discourse Conventions, the weights of which will vary from assignment to assignment. Individual assignments will address particular aspects of Academic Literacy and the Enhancement of Individual Development.”

Course Grade Breakdown

You should list each activity to be graded and its percentage or point value towards students' final grades.

Example:

Essay 1	10%
Essay 2	15%
Essay 3	20%
Essay 4	25%
In-class writing	10%
Peer Review	10%
Attendance and Participation	10%

Policy Statement on Attendance

The Composition Program does not have a specific attendance policy. However, all sections need to state the importance of attendance, whether or not it contributes formally to students' final grades. All attendance policies should allow for exceptional circumstances. If a particular student's attendance becomes a significant issue, the Composition Program, English Department, and College of Liberal Arts administrators will be better able to support you if you have your policy published in your syllabus.

Example: "Students may miss up to two weeks' worth of class meetings. Each absence after this limit will reduce the student's final grade by one letter grade. Exceptional circumstances will be evaluated on a case-by-case basis."

Policy Statement on Class Participation

You should emphasize the importance of careful reading and productive contribution to class discussion and participation in classroom activities such as peer review.

Policy on Late and Missed Assignments

As with Attendance, the Composition Program does not have a specific policy on late and missed assignments. Whatever policy you decide is appropriate, the Composition Program, English Department, and College of Liberal Arts administrators will be better able to support your decision if you have your policy published in your syllabus.

Statement on Academic Dishonesty and Plagiarism:

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Academic Skills and the Writer's Room. Academic Skills, located in the Science and Education Building in ED1111 and ED1102, offers students free tutoring five days a week. Writing tutors are available in the Writer's Room in ED1102. Hours and more information can be found at <http://www.usi.edu/acadskil/tutoring-writersroom.asp>.

The Writer's Room sees clients on a walk-in basis, but appointments are available. The Writer's Room also has an Online Writing Lab (OWL). Students can email consultants their writing projects at owl@usi.edu and will receive an email response within 48 hours.

Writer's Room consultants are required to take English 490, a practicum in peer tutoring and individualized writing instruction taught by a faculty member in the English Department, before they can work in the Writer's Room. English 490 is offered every fall; students must have a faculty reference to enroll in the course. If you know of talented student writers who have completed ENG201, please encourage them to enroll in ENG490. The Writer's Room is always looking for talented, enthusiastic consultants.

All too often, students see the Writer's Room as a one-stop, fix-it shop for grammar and usage problems. In fact, writing center consultants are trained to help students at any stage of the writing process. In-class instruction and one-on-one conferencing with an instructor is valuable, but research shows that the growth that can result from students working with their peers is considerable and should be fostered and encouraged.

Tutoring sessions will be more productive if students know to bring their writing assignments and texts with them. Some teachers have found it helpful to schedule a short tour of the Writer's Room so students know where it is located and what services are available to them. Instructors can also request a classroom visit from an experienced consultant to talk to students about the Writer's Room mission and services.

Referring students to the Writer's Room is as simple as asking them to attend and giving them directions. If you want a more formal approach, call the Writer's Room and ask for a referral form.

Students may request that you be sent a progress report of their visits. These reports are completed by consultants, who do their best to give instructors an overall understanding of the tutoring session.

ENG 101 Portfolio Award. During the Spring Liberal Arts Honors Day each year, a \$101 award is presented to the English 101 student at USI who submits the most outstanding writing portfolio. Deadlines for submitting student portfolio are in early December; more specific deadline information is sent to instructors via email during the fall semester.

In 2009-2010, the English 101 Portfolio Award is being sponsored by the textbook publisher Pearson. All English 101 faculty are encouraged to identify students whose writing is worthy of

recognition. Nomination forms are available on the English Composition in the Core Curriculum website, <http://www.usi.edu/libarts/english/EnglishUCC/instructors.asp>. Portfolios must be nominated by an English 101 instructor and must contain the following:

1. One 3-6 page writing project;
2. One 3-6 page writing project with evidence of the writing process (prewriting, drafts, revisions, etc.);
3. An introduction to the portfolio that includes a brief student biography, a short discussion of each project (i.e., definition of purpose, restatement of thesis, and description of audience), and a self-evaluation of the writer's learning as evidenced by the portfolio.

All of these texts must have been composed exclusively for the student's English 101 course and must follow MLA guidelines for format and documentation.

The English Department has agreed that students in English 101 should learn to:

1. Develop a composing technique;
2. Develop the skills, attitudes, and character of a critical thinker;
3. Develop an awareness of language;
4. Discover one's own ideas;
5. Discover and deal with the thoughts of others;
6. Test and evaluate ideas;
7. Use Standard Written English effectively.

The Portfolio Award Committee will pay particular attention to these goals when evaluating the submissions, especially numbers 2, 3, 6, 7 and 8.

POLICIES

Rhetoric and Composition Program Mission Statement. The purpose of the Rhetoric and Composition Program at USI is to teach students how to become effective communicators and critical thinkers, as well as how to use language creatively and coherently within a broad spectrum of communities. These purposes are supported by a pedagogy based in process writing.

University Core Curriculum Objectives Supported by ENG 101 and ENG 201. The UCC's goals focus on four areas:

- The Mind – enhancement of cognitive abilities
- The Self – enhancement of individual development
- The World – enhancement of cultural and natural awareness
- Synthesis – the integration and application of knowledge

These four areas are subdivided into 11 smaller objectives concerned with oral and written communication, mathematics, ethics, the arts, health and fitness, history, individual development and social behavior, science, western culture, global communities, and interdisciplinary studies. Critical thinking and information processing are overriding goals of the entire program.

English 101 and 201 are designed to support the first of these areas, The Mind, and the first of the smaller objectives:

A. *The Mind: Enhancement of Cognitive Abilities*

A1. The ability to communicate effectively

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

More specifically, English 100, English 101 and English 201 all support these learning goals:

1. ***Developing a rhetorical awareness:*** Students should be introduced to the power of rhetoric through reading, reflection and discussion, and should learn to access a full range of writing strategies during the various phases of the composing process to help them develop their own particular written styles. They should come to understand that language is a tool for discovering as well as communicating ideas and that it shapes our thinking in complex ways.
2. ***Developing a critical awareness:*** Students should be introduced to the process of thinking critically through (a) learning to analyze the writing of others by noting the focus, arrangement, logical development, vocabulary and style, and (b) learning to acknowledge how their own experiences and attitudes shape their reading responses.
3. ***Discovering one's own ideas:*** Students should become adept at using brainstorming tools such as journals, grids, clustering, lists, and so on that can help them identify

- ideas. In particular, they should discover the heuristic value of writing and revising for discovery purposes and the collaborative nature of knowledge.
4. **Discovering other's ideas:** Students should learn how to seek out and consider facts and opinions beyond their own experience through research, including an introduction to the library's principal resources. Students should appreciate the difference between primary and secondary sources. They also should learn to use both deductive and inductive analysis of source materials and the difference between them. Finally, students need to know how and when to use source materials, how to incorporate them within their text properly, and how to acknowledge them accurately.
 5. **Testing and evaluating ideas:** Students need to be aware of logical fallacies and how to avoid them. They must also learn how to distinguish between different points of view, find and then evaluate the hidden assumptions of each point of view, determine how the context affects the idea's argument, and then judge the merits of the idea.
 6. **Focusing writing:** Students should learn to focus their essays upon a central idea or thesis. They should also learn the role a thesis can play in setting up readers' expectations about an essay's development and organization.

Obviously, these goals will be emphasized in different ways and with varying intensities between English 100, 101, and 201 as well as with different groups of students depending on their particular strengths and needs.

Required Texts and Common Syllabi. The Rhetoric and Composition Program values the unique contributions, experiences, and approaches of its faculty. The Director of Composition welcomes innovative pedagogies and encourages all rhetoric and composition faculty to share their teaching approaches with colleagues (See Professional Evaluation & Professional Development).

The Rhetoric and Composition Program also operates on the belief that program continuity (not "standardization" or "uniformity") is essential to students' first-year writing experience. To that end, committees of rhetoric and composition faculty have selected textbooks for English 101 and English 201 that all faculty, regardless of rank (adjunct, contract, tenure-line) must use in these courses.

English 101

Students in English 101 will purchase a rhetoric textbook, a custom reader, and a handbook. The texts currently in use in English 101 are:

- Rhetoric: Stephen Reid's *The Prentice Hall Guide for College Writers*, custom edition for the University of Southern Indiana
- Reader: *The Mercury Reader for USI English 101*, edited by Audrey Hillyer, Howard Jones and Patrick Shaw

- Handbook: Jane Aaron's *The Little, Brown Compact Handbook with Exercises*, custom edition for the University of Southern Indiana; Kim Murray's *What Every Student Should Know About Using a Handbook*

English 201

Students in English 201 also purchase a rhetoric textbook and a reader; the same handbook is used in both English 101 and English 201. The texts currently in use in English 201 are:

- Rhetoric/Reader: Miller, Robert K. *The Informed Argument*, 7th edition, custom published for USI.
- Handbook: Jane Aaron's *The Little, Brown Compact Handbook with Exercises*, custom edition for the University of Southern Indiana; Kim Murray's *What Every Student Should Know About Using a Handbook*

English 100

The Assistant Director of Composition, in consultation with experienced teachers of English 100, has opted to require only a rhetoric textbook for the class. However, instructors are free to require a handbook if they would like; the English 101 and 201 handbook is an option, but instructors may prefer a handbook better suited to developing writers.

The text currently in use in English 100 is Bruce Ballenger's *The Curious Writer: Concise Second Edition*.

MyCompLab

MyCompLab is an online resource for English 101 and 201. The software comes bundled with *The Little, Brown Compact Handbook*; when students purchase this text, they also purchase an access code for MyCompLab.

On February 15, 2008, the National Council of Teachers of English (NCTE) adopted the following position statement, "The NCTE Definition of 21st Century Literacies," which underscores the importance of technology in the writing classroom:

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. Twenty-first century readers and writers need to

- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multi-media texts

- Attend to the ethical responsibilities required by these complex environments

In accordance with current practices in the teaching of English, the Rhetoric and Composition Program encourages instructors to develop their own digital and multimedia literacies and to make these literacies – and the digital environments that promote them – available to students in English 101 and 201. While no technology will ever be entirely without problems, Pearson Publishing has provided the English Department with resources to help us smoothly integrate MyCompLab into first-year writing classes. All instructors are encouraged to make use of this virtual classroom in English 101 and 201.

Common Syllabi for English 101 and English 201

A committee of rhetoric and composition faculty have designed syllabus models for English 101 and 201 that rhetoric and composition faculty should follow. The syllabus models are not designed to be “teacher-proof”; the goal of the syllabus models is to, first and foremost, ensure program continuity by prompting instructors to focus on the same goals in English 101 and 201. Furthermore, because rhetoric and composition faculty come to USI with varying levels of experience in teaching writing, the syllabus models are meant to support novice teachers as they develop their own expertise and approaches.

Ms. Jaclyn Wells has developed a model syllabus for English 100 that instructors are welcome but not required to use. Because English 100 is a portfolio-based course, a list of suggested portfolio models has also been provided for English 100 instructors.

Common syllabi and other syllabus materials can be found online at:
<http://www.usi.edu/libarts/english/EnglishUCC/instructors.asp>.

Record-Keeping, Attendance, and Grades. Keeping accurate records of student attendance and grades is important because: (1) Students may be withdrawn from classes for non-attendance; (2) Teachers become ill unexpectedly, requiring substitute or replacement teachers who will need student records for the class; and (3) Teachers may be called upon to justify students’ progress and final grades.

All faculty are expected to record student attendance. While absence policies are at the discretion of individual instructors, the *University Handbook* states:

Students are expected to attend all classes. Each instructor will inform his students of the consequences of absences from class. It is the responsibility of the student to keep instructors informed regarding his absences from classes.

Students who expect to be absent from classes should confer with their instructors prior to the absence. Students who miss classes are not excused from their obligations to their instructors.

The instructor is expected to give students an opportunity to meet class obligations based upon an evaluation of the student’s reason for absences.

The faculty member is expected to assume the following responsibilities:

1. Announce attendance requirements to each class.
2. Report excessive absences of students to the dean and registrar.

3. Keep students on class rolls unless officially dropped.
4. When turning in semester grades to the Office of the Registrar, report the last day of attendance as well as the final grade for any student whose final grade is the result of non-attendance.

Students should also know that missing a scheduled conference with an instructor is considered an absence. If an instructor substitutes an individual conference for two regular class periods, the missed conference would be equivalent to two absences. Students who do not come to a conference with the required materials or drafts may also be considered absent.

At USI, the only grades that can be reported on the final grade roster are A, B+, B, C+, C, D+, D, F, IN and W.

Portfolio Grading

Many writing teachers use a portfolio model of assessment (English 100 instructors are required to do so), which may mean that students' course grades are not easily assigned at times other than the end of the semester. However, the Dean's office requests that students be provided with progress reports throughout the semester so that they understand generally how well they are faring in the class. The Director of Composition suggests students be provided with tentative grades (e.g., "if the semester were to end today, your grade would be...") at midterm and again midway through the second half of the semester.

Administrative Withdrawal Procedures. According to the Office of the Registrar:

Students who are absent one-half or more of the class meetings of a full semester length class without excuse during weeks two through four may be notified by letter to their mailing address of the possibility of their being administratively withdrawn from their class. The students so notified will be given until the end of the seventh week (mid-term) to meet with their instructors to resolve the situation. The instructor of the class may complete the process of an administrative withdrawal of the student (at mid-term) if the situation is not resolved.

Merely not attending a course does not automatically remove the course from a student's record. Students who do not accept the responsibility of completing a Schedule Revision or Withdrawal From the Semester/Term jeopardize their record with the possibility of incurring an F in a course not properly dropped.

Reminders of Non-Attendance Reporting are sent to faculty USI email accounts. Non-Attendance Reporting is done through the MyUSI portal where midterm and final grades are submitted.

Students may withdraw from classes any time during the term before finals week.

Student Academic Grievance Procedures. When students have academic grievances concerning their grades or policies related to the Rhetoric and Composition Program, they should first try to resolve the matter with their instructors. If they are unable to resolve the matter satisfactorily with the instructor, they should make their case to the Assistant Director

of Composition, who determines if the grievance proceeds on to the Director of Composition and/or the English Department Chair. The Assistant Director may request a private meeting with the instructor and/or a meeting with the instructor and the student to try to resolve the issue.

All English 100, 101 and 201 syllabi must present the following Composition Program Grievance Policy to students:

The Composition Program recognizes that even in the best of circumstances misunderstandings can occur between students and their instructors. If an issue arises that students feel may affect the quality of their instruction and/or final grades, they should first seek to resolve the issue with the instructor. If students and the instructor cannot come to an adequate resolution, then either the students or the instructor may seek further assistance from the Composition Program administration by contacting the Assistant Director of Composition, Ms. Jaclyn Wells. Office: OC 3007. Phone: 464-1747. Email: jwells@usi.edu.

The Director of Composition believes it is necessary for students to understand their rights and how to redress grievances appropriately, but the Rhetoric and Composition Program also believes in the professionalism and integrity of its instructors and will make every effort to work with instructors in resolving student grievances.

College Achievement Program (CAP). USI's College Achievement Program is managed by the Office of Continuing Education. CAP is a cooperative program between USI and participating high schools which allows high school students to take ENG101 in their own high schools. These sections of ENG101 are taught by qualified high school English teachers selected by the English Department.

The Rhetoric and Composition Program encourages conversations between and collaborations amongst CAP and university English faculty by inviting teachers from both programs to professional development seminars and workshops every fall and spring.

Mandatory Program Assessment. The Rhetoric and Composition Program is committed to on-going assessment of English 100, 101 and 201. Consistent assessment is the key to building strong academic programs. Each semester, representative sections of English 100, 101 and/or 201 will be selected for assessment; instructors of assessment sections will be contacted directly by the Assistant Director of Composition, who will explain assessment procedures.

Assessment is not intended to evaluate the teaching methods of any single instructor. Rather, programmatic assessment measures the learning outcomes of students in English 100, 101 and 201, based on the learning goals for each course. Questions about assessment should be directed to Ms. Jaclyn Wells.

If your section of English 100, 101 or 201 is selected for assessment, **the assessment is mandatory**. You must submit materials to the Assistant Director of Composition in a timely manner and attend all required assessment meetings. Every effort is made to prevent assessment from burdening instructors, but compliance is vital to program assessment.

PROFESSIONAL EVALUATION & PROFESSIONAL DEVELOPMENT

The goal of Professional Evaluation and Professional Development in the Rhetoric and Composition Program is two-fold:

1. To invite rhetoric and composition faculty to see themselves as part of a vibrant, expanding community of teachers, writers and scholars by reading current research in the field, networking with other teachers of writing (especially at the high school and college levels), and contributing to the professional conversation through teacher research, scholarly publications, conference presentations, and workshops;
2. To ensure that USI students encounter well-qualified, engaged faculty in the Rhetoric and Composition Program.

Professional Evaluation

The purpose of faculty evaluation is to foster professional development by providing opportunities for faculty to engage in collegial discussion about effective means for teaching and learning in English. Specific information on how contract and tenure-line faculty are evaluated can be found at <http://www.usi.edu/libarts/facultystaff.asp>. Faculty should also consult the *USI Faculty Handbook* and *Contexts and Criteria*.

Contract faculty are evaluated in years 1, 3, and 5 of their appointments. Evaluations usually include a classroom visit by the Director of Composition or a designee; additional peer visits are optional but encouraged. Contract faculty will be asked to submit materials such as the letter from the Director of Composition, an evaluation letter from the Faculty Evaluation Committee, and other materials as deemed appropriate by the Faculty Evaluation Committee. During even-numbered years (years 2, 4 and 6 of appointment), contract faculty should have a peer visit their classrooms and should schedule a meeting with the Director of Composition to discuss the development of their professional portfolio.

Adjunct faculty will be visited during the first semester of their appointment by either the Director or Assistant Director of Composition, and they will be visited each year thereafter. Adjunct faculty new to USI's Rhetoric and Composition Program will also be visited at least once during their second semester.

Following the class visit, the Director or Assistant Director of Composition will write a letter of evaluation which the adjunct faculty member may respond to, if desired. Decisions for subsequent visits are at the discretion of the Director of Composition or the English Department Chair.

Questions about professional evaluation should be directed to the Director of Composition or the English Department Chair.

Professional Development

The Rhetoric and Composition Program is committed to helping writing faculty achieve their professional goals as teachers, writers, and scholars. A dynamic group of professional teachers is the bedrock of the Rhetoric and Composition Program; the professional development components described below are intended to foster communication and collaboration amongst rhetoric and composition faculty.

Student Evaluations. Student evaluations of teaching contribute to faculty professional development and reflective practice. The university administers student evaluations of teaching in one of two ways: online or through paper-based evaluations completed in class. Faculty will be prompted via email to choose which mode of delivery they prefer.

Students are notified of online evaluation availability through their USI student email accounts. Instructors are notified through their USI faculty email accounts when evaluations are available to students, and instructors should remind students of deadlines for submitting the online evaluations. Paper-based evaluations are placed in faculty mailboxes near the end of the semester and are completed in class; instructors should allow about 20 minutes for the evaluations. Instructors can't be in the room while evaluations are completed and should appoint a student proctor to collect the evaluations in the official envelope and return the envelope to the Liberal Arts Office.

At the close of each semester, instructors will receive the results of their student evaluations of teaching electronically. Student evaluations of teaching are coordinated through the Office of the Provost.

While student evaluations of teaching at the end of the semester are helpful, instructors may also want to conduct formative teaching evaluations throughout the term. These formative evaluations, conducted anonymously, can tell an instructor if particular approaches, assignments, or activities are helping students achieve the goals of the course. The Center for Academic Creativity at USI offers resources for a Teaching Analysis Poll (TAP) at <http://www.usi.edu/creativity/resources.asp>. The TAP is an excellent formative evaluation. Other options are certainly available, and instructors are encouraged to collaborate on forms and procedures for evaluating their teaching practices throughout the semester.

Classroom Observations. Official classroom observations by the Director and Assistant Director of Composition that serve as part of a faculty member's professional evaluation begin with a conversation, sometimes conducted via email, between the observer and the teacher. These pre-observation conferences allow the instructor to contextualize the class period the Director or Assistant Director will observe by providing handouts, assignments sheets, and readings; the instructor should also explain the goals of the class period to be observed and what activities s/he has planned. After the observation, the observer may require a post-observation conference to talk about classroom management, course design, assignment sequencing, and so on.

While official classroom visits by the Director and Assistant Director are useful, these visits should not be the sole peer review instructors receive. Peer collaboration and review is an effective means of encouraging dialogue among instructors so they may share their various approaches to teaching. Modeling pedagogical practices for peers motivates instructors to reconsider their course preparation and organization and how their knowledge of the discipline is translated into course objectives to accommodate different levels of student competence and learning styles.

In short, peer collaboration and review is a way to empower faculty by putting them in charge of the quality of their teaching in the context of a valuable learning opportunity. Instructors should take advantage of opportunities offered by the Assistant Director of Composition to form Teaching Response Groups for English 100, English 101, and English 201. These informal faculty groups observe each other's classes in pre-arranged visits throughout the semester; the goal is not evaluation but learning from one another's practices. Teaching Response Groups meet once a month for about an hour to discuss observations, share assignments, and consider new pedagogies.

Rhetoric and Composition Seminars and Workshops. The Assistant Director of Composition coordinates six, two-hour seminars or workshops for rhetoric and composition faculty and English CAP instructors throughout the academic year (three in the fall, three in the spring). These seminars and workshops are considered official professional development activities on par with attending national or regional conferences; they are also an excellent opportunity for creating a thriving community of secondary and post-secondary writing instructors in the Evansville area.

Beginning in fall 2009, most workshops will be led by a teacher-consultant from either USI or a CAP-participating high school. The workshops will involve a teaching demonstration and opportunities for participation, discussion, writing and reflection. Some guest speakers and/or seminars may also be scheduled, but the format of the seminars and workshops will be highly participatory and intended to provide attendees with strategies and practices to use in the composition classroom.

Specific topics for seminars and workshops will be announced via email and on the English in the Core Curriculum website. The schedule for 2009-2010 workshops is:

- Tuesday, September 15, 2009: 5:30-7:30pm
- Tuesday, October 13, 2009: 5:30-7:30pm
- Tuesday, November 17, 2009: 5:30-7:30pm
- Tuesday, February 9, 2010: 5:30-7:30pm
- Tuesday, March 16, 2010: 5:30-7:30pm
- Tuesday, April 13, 2010: 5:30-7:30pm