Writing Programs Teachers’ Guide

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Faculty Associate Information

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Writing Programs Administrative Team

Director: Kyle Jensen, Ph.D., Professor of English
Associate Director: Adelheid Thieme, Ph.D., Senior Lecturer
Director of Second Language Writing: Paul Kei Matsuda, Ph.D., Professor of English
Assistant Directors: Eric Brown, Cheryl McKell (AY 2019/20)
Associate Director of Second Language Writing: Melika Nouri
Assistant Director of Second Language Writing: Hae Ryun Park
Program Manager: Demetria Baker

Writing Programs Mission Statement

Our mission is to introduce students to the importance of writing in the work of the university and to develop their critical reading, thinking and writing skills so that they can successfully participate in that work. Writing is intellectual work, and the demands of writing within the university community include the need to:

- synthesize and analyze multiple points of view
- articulate and support one's own position regarding various issues
- adjust writing to multiple audiences, purposes, and conventions

Students in our courses are expected to engage the ideas encountered in academic and serious public discourse, to develop complex ideas and arguments through serious consideration of different perspectives, and to connect their life experiences with ideas and information they encounter in classes. Our goal is for them to explore what others have written about issues and to use their readings to expand their notion of what counts as an appropriate position.

We encourage students to explore the multiplicity of any topic and to realize that multiple stories or interpretations are told about any one occurrence, idea, or issue. All these stories compete for authority (i.e. the ability to tell the "truth" of an event or issue), working against each other and having different investments. These stories have real effects on the world and our perceptions of ourselves.

Our work is grounded in the belief that writing is not only a way of knowing, it is also a way of acting on others in the public sphere. As teachers, we help our students discover the complex nature of the ideas and issues they write about and consider how these ideas and issues affect and grow out of their own cultures. By reading and writing about texts that illustrate a multiplicity of perspectives on issues, students will begin to use writing to broaden their ability to communicate effectively about issues of social relevance. We strive to:

- teach students to become conscientious and responsible writers, both in college and beyond provide students with access to and involvement with the discourses of the university community
- encourage the development and preservation of students' critical relations to those discourses
- help students develop questioning abilities that move them beyond the passive acceptance of new materials to thinkers who can hold those materials up to genuinely informed scrutiny
To that end, our courses encourage students to see that writing is a way of thinking and that in the very act of writing about a particular subject for a particular audience, the writer will construct new knowledge; to understand that writing is something they can learn to do; and to illustrate the ways in which writing and reading are interrelated by teaching students to read not only to cull information from texts, but also to observe writers at work and, in the process, to discover a range of strategies available to them.

Because our courses stand as students’ initiation into the discourses of the academic community, we believe certain classroom practices are crucial. Our classes need to encourage active participation, and they need to expose students to the processes of critical thinking, reading, and writing as well as to the thoughtful and informed critique of these activities.

We believe context is also central. Students need to see that culture in general, and texts in particular, are constructed and shaped by people and by various voices in competition and conversation. This active shaping is central to the way we understand writing and its place in the world. We consider writing to be an epistemic activity that serves to develop, focus, and refine thinking as well as allow students to communicate effectively.

We want our students to feel that our classrooms are ideal environments for testing new concepts and advocating new points of view. We work to help students focus on framing arguments and engaging in conversations in which they seek to persuade others to see things their way. To do so, students need to understand the ways they use language to construct their own arguments. Helping students gain access to rhetorical practices begins a process of sharing and making knowledge within the classroom.

Regardless of the texts used or the topics investigated, our courses emphasize students’ engagement with other perspectives and their exploration of the historical and cultural roots of their own perspectives. To that end, all our courses include the following practices:

**Writing Assignments**
Teachers will assign rhetorically sophisticated projects that are consistent with the goals and objectives listed here. Since Spring 2012, as a result of a 2011 rise in enrollment caps from 19 to 25, teachers of ENG 101, 102, and 105 have been asked to assign three such projects or their equivalent. This is a reduction from four projects in previous years when the student enrollment cap was lower. All of our writing courses place strong emphasis on producing multiple drafts of each project. Students analyze and develop their writing processes through various strategies. Assignments are designed to engage students in the practice of using texts, as well as other kinds of research, to support, extend, and complicate their own thinking. All writing assignments should encourage students to understand the historical and cultural antecedents to their opinions so that they can then make more informed, more critically situated arguments about issues.

We believe that rather than simply writing about texts and what students learn from their writing and research, they should learn to write with and against what they know. In addition, all assignment sequences should encourage the use of shorter forms of writing, such as in-class planning and invention work, audience analysis, and reflective commentary.

**Reading**
We favor college-level non-fiction readings that invite students to become actively engaged with the author's point of view, rather than simply to read for "information" or "main ideas." Through the give-and-take of class discussion, students learn to evaluate arguments, weigh evidence
and scrutinize reasoning. They learn that multiple interpretations are possible, but that not all are "equally valid," that although language is semantically rich, more responsible readings are distinguished by careful analysis and textual support.

Through this process, students learn to use reading to examine identified perspectives through historical and cultural analyses that consider both the antecedents and the implications of a particular perspective, and that explore how such perspectives are embedded in complex cultural contexts. These processes help students learn how to develop a responsible, considered interpretation that supersedes pre-critical opinion and vague impression.

**Argumentation**

These courses teach students how to write persuasively and to understand the demands made by the arguments they encounter. Argumentation involves articulating a claim, using definitions consistently, supporting the claim with a variety of evidence, and drawing conclusions. Shaping an argument means assessing not only "factual" evidence but the values, emotions, and needs that affect the reasoning process. Students also learn how to construct and present a persuasive character for themselves. In addition, students need to develop their understanding of the relationship between evidence and conclusions.

**Research**

Writing Programs courses emphasize that research is not merely mechanical or abstract: it contributes to the goals of the entire course. That is, rather than emphasizing the mere ability to find evidence to support a given argument, the courses emphasize the ability to judge the merit and appropriateness of that evidence, to weigh different pieces of evidence against one another, and to engage in intellectual dialogue with the authorities represented by that evidence. Our approach combines speaking, listening, reading and writing. Whether collecting data through fieldwork, interviews, listserv participation, web-searches, or library holdings, students are encouraged to investigate how language defines a particular community, how the community’s members communicate with one another in writing, how writing generates concepts for understanding human experience, and how language sometimes results in community action. Part of students’ research involves collecting relevant samples of writing that the community or communities has produced. Thus, the kinds of researched writing we emphasize enable students not merely to conform to convention, but to enter into the scholarly debate that the conventions are intended to facilitate.

**First-year Composition (FYC) Courses: Goals, Objectives, and Outcomes**

The composition program at ASU supports the Conference on College Composition and Communication (CCCC) and Writing Program Administrators (WPA) outcomes for first-year composition students. The goals and objectives we have developed from these outcomes are provided here to help teachers better understand what materials and knowledge students will be expected to acquire in first-year composition. Since learning to write effectively is a complex task that requires lifelong practice, any composition class should never be seen as "the" course that will make the student an effective writer. Rather, any writing class, including our first-year courses, should be seen as a step toward gaining the strategies necessary to engage in that practice.

**Rhetorical Knowledge**

First-year writing courses will focus on helping students develop and use a rhetorical framework to analyze writing situations, in a number of ways. Students will learn how to

- use heuristics to analyze places, histories, and cultures
• be aware of the components of argument and create their own arguments in conversation with other members of their discourse communities
• synthesize and analyze multiple points of view
• use a variety of argumentative strategies to write for a variety of audiences
• express a working knowledge of key rhetorical features, such as audience, situation, and the use of appropriate argument strategies
• adopt appropriate voice, tone, and level of formality
• use conventions of format, structure, and language appropriate to the purpose of the written texts
• be able to focus on a specific rhetorical purpose

Critical Thinking, Reading and Writing
One of the key goals of our first-year writing courses is to provide students with strategies to gather, analyze, and write about issues that are important to specific audiences in specific contexts. Students will learn to

• work with demanding, non-fiction readings and learn to interpret, incorporate, and evaluate these readings
• develop and support an argument that is convincing to a particular audience.
• explore the multiple facets (ideological, social, cultural, political, economic, historical) of issues and to use writing to construct informed, critical positions about these topics
• engage in a variety of research methods to study and explore the topics, including fieldwork as well as library and Internet research
• write empirical, historical and cultural analyses of issues of social relevance
• conduct inquiry-based research and writing which is driven by the desire to study a cultural phenomenon and ask "what kind of research needs to be done in order to understand this issue?"
• analyze differing cultural and historical perspectives on issues so as to encourage students to understand that multiple perspectives of an issue are in operation at the same time. This analysis will help students to broaden and enhance their own perspectives on these issues ascertain the significance of situation in adopting rhetorical strategies in their writings and readings
• identify the kind of ideological work a text undertakes and how it serves to persuade readers to accept a particular account of an issue as accurate and effective
• pursue an issue across projects in order to understand the complexity of the issue and to make connections between empirical, historical, and cultural aspects of an issue
• use writing as a way of thinking through topics and ideas

Processes
First-year writing courses will focus on the writing process and will ask students to engage in a variety of practices to research, develop and write their projects. During the course of the semester, students will learn to

• propose, plan, and undertake research projects that involve a number of writing activities that build toward a final project that meets the audiences' needs
• interact with texts as they read and re-read, by underlining, taking notes and commenting in the margins, in order to arrive at a strong reading that supplies a starting point for writing write and revise drafts and integrate feedback into their writing
• engage in collaborative work at a variety of levels (research, invention, writing, etc.)
• better respond to audiences by revising work based upon feedback (peer response, teacher conferences) from others
• discuss readings, writings, and other kinds of research with others and use those discussions as brainstorming, invention, or revision exercises
• respond to their classmates' work and learn how to supply effective peer editing feedback. Peer response techniques include group workshops, class discussion and examination of content, organization, syntax and mechanics
• actively participate in class discussions about readings and writings
• engage with instructor, peers, and other members of the writer's audience in order to better understand and meet their needs and goals as readers

Conventions
First-year composition strives to teach students to analyze the writing conventions of different discourse communities and to begin to write effectively within these communities. Throughout the semester, students will learn to
• understand the ways that different discourse communities have different strategies for conveying information, for researching information, and for evaluating and analyzing information
• employ a variety of organizational tactics
• learn how to deploy supporting evidence
• analyze what audiences’ expectations about conventions are and to address them in critical ways
• understand the ways that information technologies aid and change writing conventions, examine the conventions of empirical, historical, and cultural writing conventions, and to analyze and question those conventions
• effectively integrate a variety of sources into their writings
• use grammatical and mechanical conventions of a variety of discourses in appropriate ways learn and use at least one system of documentation responsibly

100-Level Course Descriptions

WAC 101 and WAC 107 (the Stretch Program)
The Stretch Program is a two-semester, six-credit-hour sequence of classes that "stretches" ENG 101 or ENG 107 over two semesters. In effect, these connected Stretch Program classes (WAC 101 followed by ENG 101 or, for non-native speakers, WAC 107 followed by ENG 107) provide students the opportunity for extended experience at working with many and various ways of both reading and writing. Students ideally have the same teacher and work with the same group of students; Stretch students read the same texts and do the same kinds of assignments as students in ENG 101 or ENG 107. The extra time allows students to learn and practice a wide range of composing strategies.

ENG 101: First-Year Composition
This course emphasizes discovering, organizing, and developing ideas in relation to the writer’s purpose, subject, and audience. Its emphasis is on modes of written discourse and effective use of rhetorical principles. Students for whom English is a second language might consider ENG 107.

ENG 102: First-Year Composition
This course emphasizes critical reading and writing and focuses on strategies of academic discourse, research, and argumentation. Students for whom English is a second language might consider ENG 108. Prerequisite with a grade of “C” or higher: ENG 101 or ENG 107.
ENG 105: Advanced First-Year Composition
This is a concentrated composition course for students with superior writing skills; intensive reading; research; argumentation; logical and rhetorical effectiveness are emphasized. It is not open to students with credit in First-Year Composition.

ENG 107: English for Non-Native Speakers
This course is for students for whom English is not their native language. It contains intensive reading, writing, and discussion. This course satisfies the graduation requirement of ENG 101.

ENG 108: English for Non-Native Speakers
This course is for students for whom English is not the native language. It contains critical reading and writing; strategies of academic discourse; research, and argumentation. This course satisfies the graduation requirement of ENG 102. Prerequisite with a grade of “C” or higher: ENG 101 or ENG 107.

200- and 300-Level Course Descriptions

English 215: Strategies for Academic Writing
This is an advanced interdisciplinary writing course emphasizing critical reading and thinking, argumentative writing, library research, and documentation of sources in an academic setting. It emphasizes practice in and the study of selected rhetorics of inquiry (for example, historical, cultural, empirical, and ethnographic) employed in academic disciplines, preparing students for different systems of writing in their academic lives.

English 216: Persuasive Writing on Public Issues
This is an advanced interdisciplinary writing course emphasizing major contemporary public issues. It emphasizes practice in and the study of the logic by which writers construct arguments, the various means that writers use to persuade an audience, and the conventions of evidence, claims, and argument in persuasive discourses.

English 217: Writing Reflective Essays
This is advanced interdisciplinary writing course emphasizing theories, methodologies, and issues of composing non-fiction prose. It emphasizes practice in and the study of selected biography, autobiography, memoir, the personal essay, and the recording and transcribing of oral narrative. Following an introduction to appropriate theories and methodologies, the course focuses on writing and response to the chosen form in a workshop atmosphere.

English 218: Writing about Literature
This is an advanced writing course focusing on the intersection of literature and rhetorical studies to discover the rhetoric of a particular genre, sub-genre or theme. It emphasizes practice in and the study of selected literary and non-literary texts. Although the subject matter is literature, the course’s main concern is writing. Students will learn how to write about literature, as well as how to respond to and write about all sorts of texts—literary and nonliterary, verbal and nonverbal.

English 301: Writing for the Professions
This is an advanced interdisciplinary writing course emphasizing workplace and technical communication and editing appropriate to diverse professions. It emphasizes practice in and the study of selected types of discourse employed in professional writing situations, preparing
students for different systems of writing in their professional lives. Examples from the writing of workplace professionals are analyzed and used as models to demonstrate the transition from academic to professional writing.

**English 302: Business Writing [W. P. Carey School of Business students only]**
This is an advanced interdisciplinary writing course emphasizing workplace and business communication and editing appropriate to diverse professions. It emphasizes practice in and the study of selected types of discourse employed in professional writing situations, preparing students for different systems of writing in their professional lives. Examples from the writing of workplace professionals are analyzed and used as models to demonstrate the transition from academic to professional writing.

**English 372: Document Production**
This is an advanced interdisciplinary course in the design and critique of documents, the integration of visual and textual elements, and the selection of typographic and other graphic elements for a variety of rhetorical situations. Students analyze and evaluate documents for text and graphical effectiveness.

**English 374: Technical Editing**
This is an advanced writing course that prepares students to make informed decisions as editors and information designers. Involving the rhetorical and social perspectives of editing a text, this course simulates many of the experiences that editors and writers face in the workplace and provides opportunities for students to work collaboratively with authors inside and outside the classroom.

**400-Level Course Descriptions**

**English 472: Rhetorical Studies**
This is an advanced course designed to familiarize students with a broad overview of rhetorical studies. In particular, students will read such texts that appear at crucial moments in the rhetorical tradition: the pre-modern, the modern, and the postmodern.

**English 474: Review Writing**
This is a course designed to introduce students to professional review writing, a genre which approaches creative writing more closely than other professional writing genres. Students will read general theory of review writing as well as sample reviews from various venues; students will write reviews in primary and specialty areas.

**English 475: Popular Periodical Writing**
This is a course designed to introduce students to popular periodical (magazine) feature writing, building on students previous exposures to rhetoric and rhetorical theories. Feature writing may include profiles, narratives, how-to and service articles, informative, and trend articles.

**English 494: Writing in a Digital Age**
This is a course designed to introduce students to the conventions and interconnectedness – the weaving of text, images, sound, and video – of writing in a digital age. The course is designed to increase students’ awareness and understanding of how, perhaps now more so than ever before, writing requires specific attention to context, audience, and meaning-making. Special emphasis is placed on the theory and practical rhetorical conventions for social and digital media.
Sample Syllabi
The Writing Programs Blackboard site serves as an electronic archive for syllabi from recent semesters; please feel free to spend time examining your colleagues’ syllabi in the “Pages” tool on the Writing Programs Canvas site at https://canvas.asu.edu/courses/16768/pages. If you are a teacher new to ASU, you will need to be added to this Canvas site; please contact the Associate Director, Adelheid Thieme, at thieme@asu.edu and provide your ASU ID number or your ASU login. However, you will not have access to this Canvas site until you have completed all your paperwork and you have been added to the ASU system by the general administration. In the meantime, feel free to contact the Associate Director, who will email you a few sample syllabi.

Semester Timeline for C Sessions
Both spring and fall semesters contain approximately 16 ½ weeks of classes and one week of final exams. Here is a checklist to help you keep up with some administrative issues and dates.

Week 1: If you have not done so already, choose your office hours, announce them to your classes. If you are teaching one class, you are required to hold two office hours per week. If you are teaching two or more classes, you are required to hold four office hours per week. For details, please see the Writing Programs Office Hours policy at https://canvas.asu.edu/courses/16768/modules.

The first or second time you meet your class, ask to speak after class to any student who might miss more than the allowed number of absences. Please encourage them to speak to their academic or athletic advisor about switching to a section that best works for their schedule. Please see the file “Absences due to university-sanctioned activities” at https://canvas.asu.edu/courses/16768/modules.

Also during the first week be sure to assign and read some writing, as you might find students who may be better served being in another class (in W AC 101 rather than ENG 101, for example, or in one of our ESL sections). Please don’t hesitate to speak with the Program Director or the Associate Director if you feel you have a student who ought to be in a different class—but it must be done during the first week of classes.

Week 3: Make sure you have read and returned some student writing by this point so that you can recommend additional help to those students who need it.

Week 5 (approx.): If you have any student-athletes in your class, you will get a memo asking for a grade and attendance report from Intercollegiate Athletics (ICA). This is the first of two such memos for the semester. Fill them out and send them back to ICA. Note that all student athletes sign a “Buckley Amendment” waiver, so you are legally permitted to send their grades and other information to ICA.
Also during the fifth week, make sure you have grades tabulated in your Canvas gradebook. Use Academic Status Reports regularly during the semester to issue a warning to students who might not pass the class. Even though these are optional, you should mark grades of D and E so students will receive official notification that they’re in danger of failing. Note that all such status reports and grading is done online via MyASU.

**Week 15:** Make sure to remind students about completing the online Student Evaluation forms. Each class must fill out these forms. All teachers and students will receive reminder emails and instructions for completing the evaluations in the weeks prior to the end of the semester. Students should be reminded and encouraged to complete the course evaluations for every class you are teaching.

**Week 16 or 17:** Check the ASU academic calendar for these specific dates for the due dates of final course grades (https://students.asu.edu/academic-calendar).

**Teacher-Initiated Drops and the Override Policy**

As soon as the first week of classes is over in the Fall or Spring, teachers may drop students who did not attend during that week but whose names appear on the roster as of the first day of class. This means, e.g., that for a MW F class, as soon as the third class period ends (even if the section meets at the first hour of the day), the teacher may initiate a drop of any such students. In a T/Th class, teachers may initiate their drops as soon as the second class period is over. (In the summer, teachers may drop a student who does not show up for class on the first two days.) A teacher may only drop a student if that student appears on the first day roster and has never been to class, and if the teacher has concrete evidence the student was never in class. That is, it is particularly crucial that all teachers check the roster and take roll each day of the first week.

This policy permits other students to register for sections that might otherwise be closed, and hence, teachers are encouraged to exercise this option, even when the student has contacted the teacher in advance. That is, while some students do contact their teachers in advance of the first week of class to inform their teachers of their plans to be absent, such notification is irrelevant to the policy issue here.

Students sometimes are unable to register for a class/section during the first week of class and end up adding after the first week has passed. These students are NOT covered by this policy until they are added to the course roster, NOR can they be counted absent for any days prior to their officially adding the course.

To drop a student for non-attendance, the teacher should write a memo to the Dean of the College of Liberal Arts and Sciences. Please watch for emails regarding these memos sent out by the Program Manager. To accommodate you all, we will have a drop-off envelope here in the Writing Programs office. Our student workers will deliver memos to the Dean’s Office once a day. **Memos sent via campus mail will not be accepted.**
Once a drop memo has been delivered, it may not be withdrawn by the teacher. Please check your rosters and attendance records carefully! If students show up to your class after you have turned in your memo, you'll need to tell them that they are in the process of being dropped for non-attendance and they will need to register for the course another time.

After the Dean of the College of Liberal Arts and Sciences has processed the memo, the College will notify the student.

The memo must be on department letterhead and must contain:

* the course prefix, number, and schedule line number
* the student's name and affiliate I.D. number

Sample Teacher-Initiated Drop Memo (on department letterhead)

"Date: January 10, 2012
To: Dean of the College of Liberal Arts and Sciences
From: Your Name, Title
Re: Instructor-Initiated Drop from ENG XXX, Fall 2019

Please drop Jane Doe (ID #123456789) from ENG 102, 9:40-10:30, MW F, line #12345.

According to my records, she has not attended class for the entire first week of classes."

Please note that if you have multiple students to drop, you can list those students in one memo—just make sure to include the section line number next to each student’s name.

Sample Teacher-Initiated Drop Memo #2

"Date: January 10, 2012
To: Dean of the College of Liberal Arts and Sciences
From: Your Name, Title
Re: Instructor-Initiated Drop from ENG XXX and WAC XXX, Fall 2019

Please drop the following students from the following English courses as they have not attended the entire first week of classes:

John Doe #1234567890 ENG 101 Line # 12345
Jane Doe #0987654321 WAC 101 Line # 54321
John Smithson #1234567891 WAC 101 Line # 11223"

Overrides
Teachers may not give overrides to students.

Overrides raise the teacher-student ratio, thereby making it very difficult for teachers to meet their professional obligations to their students and to the Program. Moreover, overrides disrupt the long-term budget planning process. When teachers unilaterally give an override, the student in question is effectively hidden from any count of how many students are enrolled by section. If 25 overrides hide 25 students – an entire section’s worth of students – then long-range planning will be based on inaccurate numbers of students enrolled. The consequences are not merely to the Program, which will be inadequately funded, but also to the welfare of both students and
other teachers, as it gives credence to the argument that ‘if the overriding teacher can teach 28 students, why can’t everybody else?’ Making an exception for a given student – out of the goodness of one’s heart – meets the needs of that one student at the expense of many others.

Honors Course Credit
Some students may request Honors credit (also known as Footnote 18 designation) for Writing Programs courses. It is up to the teacher to decide whether to give the honors credit to a student. If the teacher agrees, she/he will see a note from the Honors College (accessible from the student roster) containing an electronic contract to approve. Each teacher may decide what work will constitute Honors credit (for example, expanded papers, an extra presentation, or simply holding the Honors student to a higher standard on all course work). Please consult the Associate Director if you need help deciding whether to sign a Footnote 18 contract. Only Professors, Lecturers, and Instructors can give Footnote 18 credit.

Teacher Absences and Substitute Teachers
The Writing Programs cannot assign substitutes or post signs when instructors are ill or cannot attend class. Instead, instructors should either contact students via e-mail, an announcement in the course’s Canvas site, and/or arrange for a colleague to post signs. If none of these options is immediately possible, students should wait for the instructor in the classroom for fifteen (15) minutes. If the instructor does not arrive after that time, students should then leave, assume class is cancelled for the day, and await further electronic instructions from the teacher. Exception: if a teacher has a serious extended illness, a substitute teacher may be arranged. In addition, teachers are required to attend the Fall and Spring Writing Programs convocations as part of their professional duties.

Grading
All major paper assignments must be graded. Please try to return graded papers in approximately two weeks’ time. Be sure to return a graded major writing assignment back to the student by no later than the fifth week, so you’ll have some sense of how your students are doing. If the student is in danger of failing the course, please complete an Academic Status Report.

It is a good idea to discuss A-E grades before each assignment is completed so that students understand how their work will be evaluated. Evaluative grading criteria should also be listed as part of the assignment sheet.

The Writing Programs Mission supports grading that is process-centered rather than product-centered. Neither individual paper grades nor final course grades should be solely based on grammatical issues. Under no circumstances should students fail Writing Programs courses solely on the basis of grammatical issues. (Grammatical issues do not include genre-specific conventions, such as formatting, headings, capitalization, punctuation marks, or documentation of sources.)

You should keep a clear record of all of the grades assigned in your classes. It will be your responsibility to show these records in the case of a grade dispute or any other problem. As of Fall 2019, teachers are required to record their grades electronically in the Grades tool in Canvas.

Giving an Incomplete
Incompletes are reserved for students who have already done more than half the work in the course, have a passing grade, and cannot complete the course for emergency health reasons or other serious and unavoidable difficulties. Teachers in Writing Programs courses are discouraged from giving Incompletes. Prior to issuing an Incomplete, they are required to consult the Program Manager or the Associate Director before making a decision.

Changing a Final Course Grade
If a teacher or student discovers that there has been an error in reporting a grade to the Registrar, the teacher may request a Change of Grade for that student. University policy, however, is specific about the circumstances under which such a change may be requested and
approved and the procedures for doing so. It requires the approval of:

1. The department chair
2. The dean of the college

Administration will NOT recommend a change when the student has been given the opportunity to do additional work, such as revisions, since this would set an unacceptable precedent. That is, once one student has been given the chance to alter her/his grade by some additional performance, both the teacher and the Programs are obliged legally to offer that same opportunity to all other students in the class.

Academic Status Reports
Throughout the semester, teachers are encouraged to file Academic Status Reports (accessible via MyASU). It is especially important that the teachers alert students earning a D or E because the Office of the Registrar will send an official notice to these at-risk students. The grade, however, will not be entered on the student's permanent grade record.

Reporting Final Grades
Final grades for all courses are due to be posted online as soon as possible. Please check the Registrar's academic calendar each semester (http://students.asu.edu/academic-calendar) for the deadline for posting final course grades.

In addition, if you give ANY of your students a final course grade of D or E, in any ENG 101, WAC 101, or ENG 107 class, please print and give a copy of your grade sheets to Demetria Baker in the Writing Programs Office (RBH 121). It is essential for the Writing Programs Office to know what students failed (or received a D) in these classes in order to facilitate registration for classes for which a passing grade in these classes is a requirement.

Academic Integrity and Plagiarism
ASU's academic integrity policies can be found in detail at https://provost.asu.edu/index.php?q=academicintegrity/policy. In short, ASU identifies five broad areas that academic integrity violations can fall into: 1) Cheating on an academic evaluation or assignment; 2) Plagiarizing; 3) Academic deceit, such as fabricating data or information; 4) Aiding academic integrity policy violations and inappropriately collaborating; and 5) Falsifying academic records. The most common of these violations in Writing Programs classes is plagiarism, defined by the Provost's Office as “using another’s words, ideas, materials or work without properly acknowledging and documenting the source.”

Teachers can take steps to help students avoid the temptation to commit plagiarism. Create assignments with clear, specific requirements. Engage students in invention work, and require them to do at least some of their early invention work in class. Then, as they do further invention, drafting, revising, and editing, require that such work be done before in-class workshops in which peers respond to writers’ in-progress writing. If a student does not come to class prepared (with the required invention work or draft), teachers can use that occasion as an opportunity to confer with that student about her/his progress. (Some teachers also penalize this non-production at grading time.) Of course, students can plagiarize invention work and early drafts of papers, but they are less likely to do so if some of that writing occurs in class. You may consider asking your students to turn in copies of their sources, their drafts, invention work, etc.
This is so you can “watch” students’ writing processes. Requiring all class work to be posted in Blackboard provides a record of each student’s invention work.

**When Teachers Suspect Plagiarism**

When a teacher suspects that a student has plagiarized a paper, they should, under no circumstances, explicitly accuse the student.

In those cases where there is concrete evidence (e.g., two identical papers or identical paragraphs), the teacher should simply present the evidence to the student and ask for an explanation. In cases where there is no concrete evidence, teachers should call the student in for a conference and ask open-ended questions about the content of the paper (and about the content of the sources—in the case of a documented paper).

If it is clear that a student has plagiarized, bring the Associate Director into the situation. E-mail or call her to ensure that there are no surprises (some students will appeal the decision with great alacrity). Moreover, if the case is severe enough, the Associate Director may want to refer the matter on as an issue of Student Conduct. That code—which students are responsible for, whether or not they have read it, is at [http://students.asu.edu/srr/code](http://students.asu.edu/srr/code).

In the case of plagiarism, teachers may elect to give the student a failing course grade. They may also decide to give the student a lower grade or a zero on the paper and factor that score into the course grade. Alternatively, teachers might simply ask the student to rewrite the paper from scratch, in hopes of training her/him in better attribution habits. If a teacher is unsure about how to proceed, please consult with the Associate Director.

One of the ways teachers can confront the issue of papers that are available on the World Wide Web is by discussing one or more of the essays from these sites. The essay can be copied from the Web and given to students because it is in the public domain by being posted at one of these sites.

Some teachers in our program have done this and found it to be a safe way to find anonymous models of weak essays. Everyone feels free to criticize the essay because there is no danger that the writer is someone’s roommate or friend. Also, during the discussion it is easy to say that this is the general quality of papers on the Web and that it is better to work with the students’ own drafts during class workshops than to draw on this unreliable source. There is the added advantage of letting students know that the teacher is quite aware of those sites and of the content of papers located there.

Please speak with the Associate Director whenever you suspect a student has plagiarized and are unsure about how to proceed.

**Disruptive Students**

ASU has a policy that students must not disrupt the education of a class – and disruption is defined by the teacher. When you think you have a problem with a student being disruptive, the first step is always to speak with the student, to inform him or her of the problem, and to give the student a chance to change behavior. Most often an informal discussion with the student solves this problem. A conversation like this often works: “You probably don’t realize it, but your [coming in late, talking loudly, dominating the conversation, laughing loudly, whispering to your friends, etc.] is disrupting the class, and you need to stop doing______.”
If a student’s behavior continues to be disruptive, please visit with the Associate Director. She may be able to provide guidance and suggest other strategies. The last step is to issue the student a formal warning, in writing, noting that if the behavior does not improve, the student may be removed from the class.

Note that the Writing Programs office MUST be involved in giving this final warning and in following the process to a conclusion – so please come and see the Associate Director BEFORE you get to this point.

FERPA
Student information is protected by the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment. This act regulates access to student educational records. As a result, Writing Programs teachers are not allowed to discuss student’s academic performance with or release any information about students’ academic records to others – including parents. Students who wish to allow their academic performance to be discussed with their parents (or anyone else they choose to stipulate) must file an official waiver with the Registrar’s Office first. Please contact the Writing Programs office or the Associate Director to verify the existence of a waiver. For more information on FERPA, visit https://students.asu.edu/policies/ferpa.

All ASU student-athletes must sign the Buckley Amendment waiver to be in the athletic program. The athletic program usually sends out progress reports for student-athletes; teachers may fill these official forms knowing there has been such a waiver signed by the student-athlete.

Final Exams
Writing courses do not usually have final exams, although some teachers may opt to have a final writing project due on that date. Even when the teacher does not plan to use it as an instructional period, s/he must plan to meet on the regularly scheduled date for the exam (this is University Policy and must be followed). This can be done one of two ways: meet at the classroom or schedule time in the teacher’s office during the regularly scheduled exam period to permit students to come by and either turn materials in or pick them up. The date should appear on the Course Syllabus or Schedule just as any other regularly scheduled class meeting. Please note that while you can use the final exam time to allow your students to pick up their papers, etc. please do not make passing the class contingent on them doing so (i.e. please do not tell your students that they’ll “fail if you don’t come during final exam time to pick up your work.”) Instead, make other arrangements for students to retrieve their papers.

Final Disposition of Grade Books
Upon termination of employment at ASU, teachers must turn in all grade records to the Writing Programs Office. Grade records should always include the explanation of how final grades were determined. One easy way of doing this is to staple a syllabus for that class to the pages of grades.

Syllabi Content: General Information
To ensure that all students in Writing Programs classes are informed of our standard policies, please insert the numbered policies listed below here into each syllabus. Please feel free to change the font to match what you use, and also to eliminate parts that don’t apply to your class (if you’re not teaching a hybrid class, for example, you can delete the attendance information about hybrid classes) but please insert the rest of it word-for-word, in the same sequence, and with the same numbering.
In addition to the standard policies that follow, please note that each syllabus also needs to provide this information:

- Course prefix and number, with the correct course title (ENG 101, for instance, is “First-Year Composition”) and your section line number.
- Teacher's name, office location, an ASU email address, and office hours (a minimum of 2 hours if you are teaching one three-hour course, 4 hours if you teach more than one course).
  - Include a statement indicating the best way for students to contact the teacher to set up an appointment outside office hours (either via email or via phone).

**Departmental guidelines for office hours:** At the beginning of each semester, Writing Programs teachers should schedule realistic office hours that students and colleagues can rely on. In general, teachers keep two scheduled office hours per section per week, but office hours do not need to exceed four hours per week. Teachers should consider the particular needs of their courses and students in setting hours.

When teaching face-to-face or hybrid courses, at least half of these office hours should be conducted in the teacher’s assigned departmental office space. Remaining office hours can be held in assigned office space, other on-campus locations, or through online platforms (i.e., email, discussion boards, Skype, Google Hangouts, etc.) at the teacher’s discretion. The location of office hours not conducted in assigned office spaces should be consistent and clearly stated in the syllabus. Instructions for students to access office hours should be provided in the syllabus. Other on-campus locations used should be as private and as accessible as assigned offices. Specific accessibility challenges can be addressed by the student(s) and teacher on a case-by-case basis.

Office hours, location, and access instructions (as described in the syllabus) should be reported to the Writing Programs and the English Department at the beginning of the semester. Writing Programs teachers should notify Writing Programs and the English Department of any changes in office hours.

- Brief course description and statement of course objectives (see https://english.asu.edu/admission/first-year-composition-courses).
- Writing Programs URL: http://english.clas.asu.edu/writingprograms.
- Title of required/recommended text(s).
- Daily schedule and brief description of lessons, assignments, and readings for each class day.
- Brief descriptions of each major project (Writing Programs classes ask students to construct three or four major writing assignments, depending on the class, each with multiple drafts).
- An explanation of the grading system (weighted average, percentage, etc.)
  - The weighting and formulas for calculation will depend upon the particular preferences of each teacher, but final grading decisions must be compatible with the
University’s grading system: students need to get a letter grade for the course that corresponds to the University’s 4-point scale.

- Note: Since students need to know where they stand in terms of their writing performance, it is the policy of the Writing Programs that each major writing project be graded and that each writing project be promptly returned to students, usually within two weeks. Further, graded projects must account for at least 60-70% of the final course grade.

- A statement in the syllabus indicating that the information in the syllabus, other than grade and absence policies, may be subject to change with reasonable notice.

Please insert these items as needed based on your own pedagogy:

- A statement about conferences, such as the following:
  “Periodically during the semester we will cancel classes so we can hold conferences. If you miss a conference, you will be counted absent for the same number of classes that were canceled in order to hold conferences. For instance, if we cancel class for two days to hold conferences and you miss your conference, that counts as two absences.”

- A statement about penalties for tardiness or leaving early, such as the following:
  “Be on time to class and remain for the whole class period: If you are more than five (5) minutes late to class, or if you leave class more than five minutes early, you will be counted absent for that class period.” Teachers must decide if they want to count tardies as half absences or full absences, and if student tardiness begins at the exact time when class begins, or at the 5, 10, or 15-minute mark. Regardless of what you decide, make sure your syllabus clearly states the policies and penalties for tardiness and leaving class early.

- A statement about the late submission of assignments.
Standard Writing Programs Policies

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only two weeks’ worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks’ worth of classes will fail the course, unless they withdraw (see http://students.asu.edu/drop-add).

- **For Fall and Spring semesters**, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6); for classes that meet two days a week, the maximum number is four (4); for classes that meet once a week, the maximum number is two (2). For classes that meet on other schedules, the number of absences allowed should reflect a similar ratio (two weeks’ worth of class meetings).

- **For 7.5 week A and B sessions**, classes that meet two days a week (TTH, for example), the maximum number of allowed absences is two (2); for classes that meet three days a week (MWF, for example), the maximum number is three (3);

- **For a 6-week Summer session**, for classes that meet daily, the maximum number of allowed absences is two (2).

- **Hybrid classes**: In the case of hybrid courses that meet twice a week, a student who misses more than four (4) classes – either face-to-face, online, or a combination – will fail the course with a grade of E. In the case of hybrid courses that meet three times a week, a student who misses more than six (6) classes – either face-to-face, online, or a combination – will fail the course with a grade of E.
  - Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.

- **Online classes**: More than four (4) absences will result in failure.
  - Definition of attendance in online classes: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.
  - Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative location to complete the assignment and therefore avoid an absence for the missed deadline. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU’s computer network, but exceptions will not be made for routine computer problems.

[Note to the teacher: if you’re not teaching a summer, hybrid, and/or online class, please remove those sections from the above.]

- **Note**: Students who participate in university-sanctioned activities and/or who will be unable to meet the attendance requirements for a particular section should, if possible, move to another section where their activity schedules will not interfere with their classroom obligations (students can switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may
conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

- **Note:** Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs’ standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students’ religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2. **Attendance: first week of classes**

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

- Students enrolled in **hybrid/online courses** must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week, those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

[Note to the teacher: if you’re not teaching a hybrid or online class, you can eliminate the section above that refers to those types of courses.]

3. **If I am absent**

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

[Note to the teacher: If you’re teaching an online class, you may eliminate this section.]

4. **Grading**

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+ = 4.3 (only used internally at ASU)
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

[Note to the teacher: See below for non-plus/minus scale; replace as desired.]

Grading for Writing Projects will follow English Department standards, which are based on content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A = 3.5 - 4.0
- B = 2.5 – 3.49
- C = 1.5 - 2.49
- D = .5 – 1.49
- E = .49 and below
5. The public nature of writing and discussions
Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

6. Technological Distractions
Note to the teacher: include here a statement about penalties for unauthorized usages of technology in the classroom, such as the following:

“Please refrain from any unauthorized usages of technology during our class sessions. In this usage, ‘unauthorized’ means unrelated to the tangible learning activity or activities taking place during the class period. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student’s participation grade. Repeat offenders may be seen as disruptive and asked to leave class.”
Each teacher must distinguish between behavior they find personally “annoying” and behavior that is truly “disruptive” to other students’ learning, and construct a reasonable policy accordingly.

7. Late Writing Projects
Note to the teacher. While there is no “standard” late paper policy, please be sure to list yours here. Please also be sure that your late paper policy is not in conflict with #8 below, which notes that “To pass this class, all major writing assignments must be submitted.” So, your late paper policy can’t then say, “I don’t accept late papers,” or it conflicts with the statement below.
A statement about penalties for late work might be worded as follows:

“Note that if you do not have copies of your Writing Project by the assignment deadline, you will lose one letter grade from your final Writing Project grade.”

Note that you will also need to decide if you want to penalize by class days or by calendar days, and how much penalty will be applied. Regardless of what you decide, make sure your syllabus clearly states these late policies and penalties.

8. All writing for this class must be written for this class
To pass this class, all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

9. Academic Dishonesty
Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

10. Disruptive, Threatening, or Violent Behavior
Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see https://eoss.asu.edu/dos/safety/ThreateningBehavior#def) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at https://eoss.asu.edu/dos/srr/codeofconduct.

11. Sexual Violence and Harassment Based on Sex
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://eoss.asu.edu/wellness/sexualassault. Instructors are mandated reporters and therefore obligated to report any information regarding alleged acts of sexual discrimination.

12. Copyrighted Material
Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student’s original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

The course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course.

13. Accommodations for Students with Disabilities
Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit https://eoss.asu.edu/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

14. End-of-Semester Portfolio Collection
All students will submit a portfolio of their work at the end the semester. This portfolio will consist of the final drafts of all major writing projects, an “About Me” section, a rationale, and a final course reflection. This portfolio will be submitted as a digital portfolio. Additional information and instructions for submission will be provided before the end of the semester.

15. Disposition of Papers/Grade Appeals
Students should keep all graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely
on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.

**Information Released by the Staff in the Main Office**

Unless the teacher grants permission otherwise, the department office staff will:

1. release only name, office number, office phone number, and office hours to phone callers and visitors;
2. withhold home phone numbers and addresses except in family emergencies;
3. take a message at the caller's request and put it in the teacher's mailbox;
4. if an immediate reply is required, and it is known that the faculty member is not on campus, take the caller's name and phone number and then contact the faculty member at her/his home phone number with the information.

The staff in the Writing Programs Office will not release any phone numbers.

Any time teachers change their home address or telephone number, they should notify the Writing Programs Office (RBH 121) and the English Department Office. This information is not given to students unless they have given special permission to release it. However, it is essential that both offices, as employers, have this up-to-date information and can contact teachers at any time.

As a courtesy to the staff in both offices, teachers should leave an address and a phone number where they can be contacted if they are leaving for an extended period of time at the end of Fall or Spring semesters. If there are grade problems, the staff may need to contact teachers immediately.
Use of Telephones
Writing Programs faculty have differing levels of immediate access to telephones, depending upon where they are located, but irrespective of how departmental phones are allocated, they are for local calls only. If you need to make a long-distance call that is business-related, please check with the Writing Programs Office (RBH 121) for how to proceed.

Photocopying Work Orders
The Writing Programs Office has a student worker who can assist teachers with copying, collating, stapling, and making overheads.

All work will be done on a first-come, first-served basis. Teachers should not ask for instant service.

To request assistance, teachers should:
- Fill out the work order form specifying the work to be done and attach the original copy to the form.
- Allow 2 working days for your copies to be completed. Copies needed for Monday, should be submitted with a work order by Thursday morning. Please ask the Writing Programs office staff for directions on how to submit and pick up orders.

Syllabi and Course Materials: Copyright Law and Fair Use
According to U. S. copyright law, reproducers of copyrighted materials must obtain permission from the copyright owners and often must pay royalties before reproducing the material. According to the "fair use" doctrine, teachers are almost always on safe ground making one copy of copyrighted materials for their own personal use. As soon as they make multiple copies, however, they begin to impinge on the limits of fair use. Teachers must consider four important factors: how many, how much, how often, for whom.

Most local copy shops will assist with getting permission requests, so that teachers may use copyrighted material without violating the law (punishments are severe, and the Writing Programs Office will not back teachers who violate the law's provisions.) They usually have access to the Copyright Clearance Center, as well as to publishers, and can facilitate the process. Sometimes the permissions can be obtained quickly, but it often takes several weeks or more. The copy shop will make the copies after the permissions are secured, and students can buy the copied materials at the copy shop.

The Writing Programs Office will NOT make copies in violation of copyright law.

First Day of Class Requests
If teachers would like student workers to do their copying for the first day of class, they should submit a work order a week before classes start. Look for email announcements and reminders about the deadlines for first-week copy requests.

Conducting Conferences with Students during Class Times
Once or twice a semester, teachers may choose not to meet all students during class time, and instead hold conferences (either individually or in small-groups) with their students. Under
these conditions, conferences should be required, not optional, and the syllabus Course Policy should specify that missing a required conference will be counted as an absence from class. If possible, list dates of conferences in the Course Syllabus or Schedule. Teachers may hold such conferences for a maximum of two weeks’ worth of classes. Teachers may on occasion meet their classes in the library for active instruction (whether by a librarian or the teacher); such days are not considered as class cancellations.

Textbooks
You may pick up free teacher copies of the textbooks your class is using in the Writing Programs office. Note that teachers must select from the approved textbook list for Writing Programs course. This list can be found at https://canvas.asu.edu/courses/16768/modules

Proposing Textbooks
Professors, Lecturers, and Instructors may select their own textbooks for their courses. Faculty Associates and Teaching Assistants and Associates who have taught for ASU Writing Programs for two semesters may use approved textbooks or propose textbooks for their courses.

Computer Accounts
Information Technology (IT) provides a wide variety of computer access to the ASU community. These services are available to all students, faculty, and staff who need to use the computing systems for academic or administrative purposes. To use these services you will need an ASURITE User ID and password.

Obtaining an ASURITE Account
Getting an ASURITE User ID is all self-service; there is a self-subscription website at http://www.asu.edu/selfsub. Users who want to make changes or have forgotten their password should access http://help.asu.edu/sims/selfhelp/SelfhelpKbView.seam?parature_id=8373-8193-6089.

Computer-Mediated Communication (CMC)
The ASU Writing Programs utilizes networked computers and other information technologies in many of our writing classrooms with the goal of equipping students with the rhetorical and technological skills they need and encouraging them to critically evaluate how to use technologies in various situations.

We contend that computers not only shape how we write, but also influence what we write about. Writing courses taught in computer-mediated classrooms seek to balance the goal of helping students become more confident writers who have sufficient rhetorical knowledge to analyze purpose, audience, and genre with the goal of helping students to evaluate how different kinds of media are appropriate for certain rhetorical situations.

Whether a teacher uses word processing to help students learn peer response or has students create websites that present their findings and arguments, information technologies can be adopted in a variety of ways in the classroom. At the heart of the adoption of technologies, however, lie our pedagogical goals of helping students to become better writers. ASU Writing Programs is working to use technology to create better classroom environments and to provide
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different learning opportunities. By thoughtfully and critically including technologies into our writing classrooms, we hope to help students do the following things:

Further develop their critical thinking and writing skills;
Critically evaluate the use of technology;
Use technology to help accomplish their writing goals;
Interact with their peers inside and outside of class so they can better understand multiple positions on topics and analyze and synthesize those positions;
Provide peer response to others and receive feedback on their writing;
Broaden their understandings of research methods;
Communicate with audiences outside of the classroom, when appropriate;
Use electronic class discussions to engage in a collaborative working environment;
Publish their writing, when appropriate.

Using computer technologies to meet these pedagogical goals can create a more interactive classroom atmosphere, promote active participation among students, and encourage increased involvement with other students and the instructor. This concept of collaboration has been extended to the teachers in our program as well. Our CMC program is built upon active collaboration among the teachers in the development of successful pedagogies for the networked writing classroom. By working together and learning from each other, we have learned that there is not one way to incorporate technology into the writing classroom. With our students, we are discovering innovative approaches to the electronic classroom.

Teachers whose entire teaching assignment is online in a semester must meet with either the Director or the Associate Director at least once during that semester.

English Computing Support
Bruce Matsunaga, Associate Research Professional and Director of Digital Technology, provides computing workshops and individual support for all teachers in the Department of English. His workshops include basic computing skills, application use, and web page development.

Writing Programs Email Requirements
You will need to have an ASU email account that you check regularly. Writing Programs administrative memos and reminders will be sent out over ASU email. Many students also like to contact their instructors via email; it is important to have an ASU-related email address for professional correspondence. Please check your ASU email account at least once a week.

Evaluation Procedures
The Provost's Office mandates an evaluation for every university class. Teachers and students will be reminded via email when it is time to conduct these evaluations. The evaluations are electronic; the university will provide the appropriate link via email near the end of the semester (another reason why you want to be sure you have an active ASU email account).

After the numerical scores are computed and recorded, the scores and written comments are made available to the teacher.

Teachers might also consider giving out optional mid-term evaluations to get feedback from students.
Grievance Procedures

Faculty Grievance Procedures
A faculty member with a grievance must contact an ombudsman within 30 days of when the grievable action occurred. For more explicit instructions and procedures please visit https://provost.asu.edu/index.php?q=policies/procedures/p17.html.

Student Grievance Procedures
As a rule, Writing Programs Administration does not routinely intervene in teacher-student relationships unless there is some compelling policy issue at stake. The two most common exceptions are these: when there is a formal student complaint against a teacher or when there is a student appeal of a grade. (The third is when there is a pattern of problems with a teacher's pedagogical practices.) The procedures for responding to these two situations are similar, but different overarching policies may apply to each at various moments. Moreover, depending on the context, there may be different avenues for the student's grievance to be heard, especially once it is out of Writing Programs' hands. Consequently, the procedures for Student Classroom Concerns and Grade Appeals are separate.

The Writing Programs Associate Director is responsible for the first-step hearing of and review of all student grievances. The Associate Director and Grievance Committee will not, however, hear any grade appeals during the semester for which the grade is being appealed. Grade appeals will be heard after the semester for which the grade applies has ended.

Teachers should make every effort to fairly hear and respond to student concerns about the classroom as those concerns arise. Timely and attentive discussions can often solve problems, especially those that result from misunderstandings. The Classroom Concerns or the Grade Appeal process begins only when teacher-student conferencing breaks down and the student decides to pursue the issue in a different venue.

There may be instances in which the student cannot or will not confer with her/his teacher. These may include, but are not limited to, such issues as sexual harassment, discrimination (sexual/racial/ethnic/religious), or where the student feels that she/he is in physical danger. In cases where the student claims to be in physical danger, the Associate Director will investigate the concern immediately and without appointment.

Student Classroom Concerns Procedure
This procedure is designed to facilitate a fair hearing of any student's academic concern in the Writing Programs. While a series of specific steps is laid out here, at any time that the Associate Director believes the student could benefit from departing from the procedure in order to take advantage of assistance outside the Programs, he may advise the student of that option.

Step 1: The student must first openly discuss the problem with the teacher of the course. (See the exceptions above.)

Step 2: If that discussion does not result in a satisfactory resolution, the student may complete a "Classroom Concerns" form in order to document the complaint. These forms are available in the Writing Programs Office (RBH 121). The Associate Director will review the case, taking all the actions she/he deems appropriate, including interviews with the student and the student's teacher, and consultation with other appropriate University personnel (in keeping with the Buckley Amendment), and then advise the student of his decision.
Step 3: If the student is not satisfied with the written decision, she/he may ask for a formal interview with the Associate Director by contacting the Writing Programs Office and requesting an appointment with the Associate Director. If the Associate Director has already formally interviewed the student, she/he may advise the student to go to the next step. Otherwise, the Associate Director will meet with the student and render a decision, which will be presented to the student in writing.

Step 4: If the grievance is not resolved at the Associate Director's level to the student's satisfaction, she/he may pursue the matter through the Student Academic Affairs Office of the College of Liberal Arts and Sciences, (University Foundation Building at the corner of University and College), according to the College's policies and procedures.

**Final Course Grade Appeal Procedure**

Students who wish to appeal an instructor's grade or decision, or who wish to make a complaint, must use the Grade Appeal Process.

Note: The final responsibility for assigning a course grade is placed with the instructor of that course and may only be modified by the Dean of the College. Thus, the Writing Programs Grievance Committee shall have the power and/or responsibility to only make recommendations regarding a grade dispute.

Step 1: The student must first discuss any appeal with the teacher. S/he should be prepared to state reasons for questioning a course grade. The teacher will review how the grade was determined and decide whether or not to change the grade on the basis of the student's arguments and the review of the work.

Step 2: If the discussion with the teacher fails to resolve the matter, the student may complete a "Classroom Concerns" form, specifying that the issue is a grade appeal. These forms are available in the Writing Programs Office. In addition, the student must be prepared to present copies of all required course work, including all written work marked by the teacher.

In order to appeal a final grade for any Writing Programs course, the student must submit all graded material for the course (in order to grieve the grade for an entire course) or all documents relevant to the particular grievance (in order to grieve a single assignment) to the Writing Programs Grievance Committee (see [http://english.clas.asu.edu/wp-studentFAQs#Grade_Disputes](http://english.clas.asu.edu/wp-studentFAQs#Grade_Disputes)).

The Associate Director will take as many actions as she/he thinks necessary, including interviewing the student, reviewing the student's work, and conferring with the student's teacher. The Associate Director and other members of the Grievance Committee will then meet and render a departmental verdict. The student will receive written notification of the decision.

Step 3: If the matter is still not resolved to the student's satisfaction, she/he may next appeal in writing to the Associate Dean for Academic Programs in the College of Liberal Arts and Sciences, who will review the case.

**Sexual Harassment**

Sexual harassment unlawfully interferes with an individual's work or educational performance or unlawfully creates an intimidating, hostile, or offensive working, learning, or residential environment. The university treats sexual harassment by employees and students as a particularly serious disciplinary offense, both because of the environment it creates and because of the risk issues to the university. The consequences range from counseling to
reprimand to termination of employment and up to suspension and expulsion from class or school.

Sexual harassment includes offenses: employee to employee, employee to supervisor or subordinate, employee to student, student to employee, and student to student.

**Violations of Policy**

The following conduct shall constitute violation of this policy:

1. making sexual advances or requesting sexual favors if submission to or rejection of such conduct is the implicit or explicit basis for imposing or granting terms and conditions of employment or education at the university;
2. making sexual advances, requesting sexual favors, or otherwise discriminating on the basis of gender in a manner that unlawfully creates an intimidating, hostile, or offensive working, residential, or educational environment at the university or that otherwise unlawfully interferes with an individual's work or educational performance;
3. engaging in any sexual contact against a person who has not given consent or committing any act of sexual assault, public sexual indecency or sexual abuse against a person who has not given consent, if the act is committed on university property or in connection with any university-sponsored event or activity;
4. acting, recommending action, or refusing to take action in a supervisory position in return for sexual favors, or as a reprisal against a person who has rejected, reported, filed a complaint regarding, or been the object of sexual harassment; or
5. disregarding, failing to investigate, or delaying investigation of allegations of sexual harassment to the extent that action, reporting, or investigation is appropriate or required by one's supervisory position.

Additional information about ASU’s policy on sexual harassment can be found at [https://www.asu.edu/aad/manuals/acd/acd401.html](https://www.asu.edu/aad/manuals/acd/acd401.html).

**TA Information**

According to English Department policy, assistantship and associateship appointments are for one year and may be renewed on the basis of a favorable evaluation and progress in the degree program. The length of time any one person may have a Teaching Assistant/Associateship is limited. The appointment for M.A. and M.F.A. degrees may occasionally be extended if it is justified by the graduate student's progress in their degree programs and performance. Extensions are determined by the Chair with the advice of the Director of Writing Programs, but these general rules apply:
The limit for a Master's program is two years of teaching assistantship. The limit for a Master of Fine Arts (M.F.A.) program is three years of teaching assistantship. The limit for a Ph.D. program is five years of teaching associateship. There will be no renewal beyond the five years.

Determining TA Teaching Assignments: General Criteria
When assigning TAs to teach courses in the Writing Programs, the Department of English considers the following factors: performance, previous experience, relevant graduate coursework, and departmental need. It also considers the need to distribute courses among various TAs and the need to let some teachers teach a course more than once. The Department wishes to distribute courses to broaden and enhance TAs’ teaching experience. However, in any given semester, it also wants some teachers who have taught a course before to teach it again. Teachers generally do a better job the second or third time they teach a particular course and can assist other TAs who might be teaching the course for the first time. For the benefit of students and teachers alike, learning how to teach a course extremely well is at least as important as learning how to teach several different courses. The Department attempts to balance the need for distribution and the need for repetition by assigning a given course to some who have taught it before and some who have not. Neither need, by itself, is the determiner.

Determining TA Teaching Assignments: Specific Criteria
For the second and subsequent years of a TA-ship, Writing Programs Administration will consider the following criteria for Writing Programs course assignments. Note that these criteria are NOT listed in priority order:

Performance
Demonstrated teaching effectiveness. This can be determined by student evaluations and a system of multiple measures including (but not limited to) course observations, course materials, teaching portfolio, and mentor notes.
Successful ASU teaching experience. Both length of service and variety of courses are significant.
Successful teaching experience elsewhere. Post-secondary experience is especially significant.

Professional Experience
Successful professional writing and editing experience: both the extent and type of experience are significant. Such experience is especially valuable for ENG 215, 216 and 301.
Professional growth. This might involve presenting appropriate papers at relevant conferences or authoring appropriate publications.

Progress Toward Degree Completion
Sometimes those who are closest to graduation will be assigned to teach a particular course so that they will have the chance to teach it before they graduate.

Departmental Need
Since the needs of the department vary, people with certain qualifications might be needed more at one time than at another time. Most of the courses we offer are at the 100-level; a limited number are offered at the 200- and 300-level, and thus limit the number of people who can be assigned those courses.
Other

Candidates might have other qualifications not listed above; Writing Programs will assess such qualifications on a case-by-case basis

New TA Information

The TA-preparation program in ASU’s Department of English is nationally recognized and respected among our institutional peers for its extensiveness and pedagogical and theoretical sophistication. First-year TAs (“new” TAs) have the following responsibilities:

Summer Orientation: New TAs are required to attend an intensive 1-week Summer Orientation Session to prepare them to teach ENG 101: First-Year Composition during the fall semester. During this week, TAs and the New TA Coordinators meet daily, M-F, from 9:00 a.m. until 3:30 p.m. Attendance at the Orientation Sessions is a mandatory part of the TA contract.

ENG 594: TA Seminar (3 credit hours): New TAs are required to register for and attend ENG 594 during the Fall semester (the first semester of their new TA year). This course is a rigorous graduate-level seminar. As such, the course asks TAs to read assigned graduate-level articles on theories of teaching composition and participate actively in class discussions about ways to implement those theories in composition classrooms. While the main focus in the course is pedagogy and praxis, the philosophy underlying the course is that good teachers make *theoretically informed* decisions about their classroom teaching practices; therefore, a key to the course is critical engagement with scholarly texts. Part of this seminar experience is the construction of a complete syllabus (including writing projects and daily activities) for ENG 102, which new TAs will teach the following spring.

Spring Practicum: During the spring semester of their first year, new TAs are required by contract to attend a weekly, one-hour meeting with the new TA Coordinators. In addition to providing continuing support for their teaching, this practicum introduces TAs to additional levels of understanding about the theories and practices of teaching writing. While there are practical work projects throughout the practicum, there is only minimal reading, as the practicum carries no course credit.

Courses Taught: All TAs are required to teach ENG 101: First Year Composition in the Fall semester and ENG 102: First Year Composition in the Spring semester; there are no exceptions.

Any first-year TAs with questions should contact the New TA Coordinator, Dr. Christina Saidy.

Experienced TA Information

Teaching Assistants and Associates in their second through fifth years of teaching assignments in ASU Writing programs have different opportunities for continuing professional development:

1. TAs in their second and following years (“Experienced TAs”) will no longer be assigned a specific mentor each year, nor will there be a regular schedule for required pre-semester reviews of syllabi, observations of classes, or annual reviews of teaching portfolios.
   a. Syllabus review: Along with other Writing Programs teachers, at the beginning of each semester experienced TAs will submit to the Writing Programs Blackboard site a copy of the final drafts of their course syllabi, which will be subject to review at any time.
b. Teaching Observations: TAs who would like to have their teaching observed by a peer or senior ASU Writing Programs teacher for the purpose of a teaching consultation may arrange for these observations on their own or request that the Director of Writing Programs arrange an observation. TAs who would like to have their teaching observed for the purposes of a letter of recommendation for their future job placement dossiers are encouraged to request observations from graduate faculty, particularly their dissertation directors or committee members. TAs’ classes may be observed by the Director of Writing Programs or the Director’s designee at any time; teachers of online sections will be expected to grant ‘Instructor’ access to the Director of Writing Programs or the Director’s designee at any time upon request.

c. Annual Teaching Portfolios: TAs will no longer be required to develop a teaching portfolio each year. TAs in the MFA program who are in their third year of TA eligibility and TAs in Ph.D. programs who are in their fourth year of TA eligibility will be required to work with the Teaching Portfolio Mentor to develop and submit for review a formal Teaching Portfolio.

2. Experienced TAs who request additional formal mentoring and TAs whose performance indicates that additional intensive formal mentoring is needed after the first year will be assigned to a mentor.

3. TAs who wish to develop their teaching experience beyond English 101, 102, and 105 or to teach in hybrid or internet spaces will have opportunities to do so if they complete required guidelines. For example:
   - TAs interested in teaching Eng 107 and 108 must take a theory course with Professor Paul Matsuda and enroll in a practicum.
   - TAs interested in teaching Eng 301 must take a theory course with Professor Mark Hannah and enroll in a practicum.
   - TAs interested in teaching online or hybrid courses a series of workshops (see https://canvas.asu.edu/courses/2819/modules#module_29472)

4. TAs are eligible to teach Writing Programs courses beyond the 100-Level only if they have completed 9 or more hours of rhetoric & composition graduate coursework. Graduate credits earned at other institutions while obtaining a Master’s Degree may count toward the 9 hours needed to be eligible.

Instructor Information

Procedures for Applying for Reappointment
Instructors may be reappointed for an academic year on the basis of performance and department need. To be considered for reappointment, an instructor must have successfully completed a full academic year and have submitted an annual self-evaluation packet to the department in that year.

Applications for reappointment will be evaluated based on departmental need (as determined by the number of instructor lines that are allotted by the CLAS dean’s office) and by performance (as determined by the annual self-evaluation packet and Chair’s evaluation letter from the previous academic year).

Annual Self-Evaluation Packet
The annual self-evaluation packet is described in DEN 505.3 Annual Performance Evaluation Guidelines: Instructors. It includes the following:
1. A letter of self-evaluation noting contributions in teaching, and, if applicable, service/administration and professional development (not more than 2 pages)
2. A current CV
3. Teaching materials, such as samples of syllabi, writing assignments, and other instructional materials that provide evidence of theoretical sophistication and pedagogical creativity
4. Optional: A statement of teaching philosophy that demonstrates an understanding of the
connections between theory and practice in rhetoric and composition

These materials are supplemented with the mean scores from the University's machine-readable student evaluation forms completed at the end of each term. Instructors may include optional class visit reports.

Faculty Associate Information

When do Faculty Associates reapply for FA positions?

You will not need to reapply for the Spring semester if you have been teaching for Fall, although this does not mean you are assured a teaching spot. Enrollment typically drops during Spring semester; therefore, the Department usually requires fewer FAs. If your services are needed for the Spring semester, you will be contacted sometime between December 15 and January 15. If your services are needed for the Fall semester, you will be contacted sometime between May and August.

FAQs

Who is the first person to go to with a student problem?

If you have a conflict with a student, the first step is for you to meet with the student to try to resolve the problem. If the problem cannot be resolved, you should contact the Associate Director of Writing Programs (RBH 123; 480-965-2810). She will ask for additional details about the problem and can often work with you to resolve the issue.

What should I do about a student with excessive absences and tardiness?

First, make sure you take attendance every day, and make sure the students notice that you are taking attendance. Get them involved in the process by expressing concern about students who are missing and asking if anyone knows where absent students are. If students come in late, acknowledge them with a polite but firm greeting such as, “Nice to see you, Timmy. I have already taken attendance, so please see me at the end of class so we can update my records.” Once a student misses a full week’s worth of class, ask them to see you in office hours to discuss whether or not they will be able to keep up with the work, or if they should drop the class now. Once a student is an absence away from failing, you may want to ask the student to sign a contract stating that they understand that if they miss one more class period they will receive an E for the course. Notify students in writing (with an email) in addition to verbal notification when they have reached the absence limit. Teachers might also use the tools available in Canvas to keep track of absences; that way students can also see for themselves how many absences they’ve had.

What can I do in my class in lieu of a final exam?

A writing portfolio with an analysis is a meaningful way for students to reflect on all that went on during the semester. Some teachers have found it helpful to assign students to use the Writing Programs Mission Statement along with the course goals, objectives, and outcomes as the basis of the assertions students make about their work. An analysis of their digital portfolio can help students to solidify their changes in attitude toward how writers approach writing tasks. For instance, portfolio questions could include a required discussion of the changes in their own invention work. The analysis can also help students to define the concerns with audience that they learned in the course. For instance, portfolio analysis questions could include a required discussion of the changes they made as they learned to use peer comments to revise. Teachers can help students prepare for the final analysis by having them write a process analysis, or reflection, after writing each of the essays.

Are there any opportunities for professional development on campus?
The following colleges, departments, committees, and offices offer various professional development workshops:

- English Computing: http://www.asu.edu/clas/english/workshops/
- Center for Learning and Teaching Excellence (CLTE): http://clte.asu.edu/
- Human Resources: http://www.asu.edu/hr/training/