Instructor's Manual

Writing Program

Kent State University

2013-14

Created by the 2012-2013 Writing Program staff: Margaret Shaw, Gerry Winter, Jenny Dixon, Lindsay Steiner, and Jessica Rose Corey

Any conflict between the policies stated in this Manual and those of the College, the University Register, Research and Graduate Studies, the Collective Bargaining Agreements, and other official policies of the University shall be resolved in favor of those documents.

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Resources

Writing Program Office

Writing Program Coordinator
> Margaret Shaw
> mshaw@kent.edu
> 330-672-1747
> SFH 206E

Assistant Writing Program Coordinator
> Gerry Winter
> gwinter@kent.edu
> 330-672-1746
> SFH 206B

Writing Program Senior Secretary
> Jenny Dixon
> vdixon@kent.edu
> 330-672-8336
> SFH 206C

Writing Program Graduate Assistants
> Jessica Corey
> jcorey4@kent.edu
> 330-672-1892
> SFH 206A

Curt Greve
cgreve@kent.edu
330-672-1892
SFH 206A

Ginny Schminke-Yaussy
vschmink@kent.edu
30-672-1892
SFH 206A

Writing Program Office Hours

Satterfield 206
M-TH 7:30 a.m. – 5:00 p.m., *closed noon – 1 p.m.*
F 7:30 a.m. – noon

Writing Program Web Site

Click here to access the Writing Program web site.

Sample Syllabi & Textbooks

Sample syllabi for Tier I & II courses are available in the Writing Program Office. We also maintain a collection of textbooks and resources for instructors. Please stop by the office to take a look at these resources.

Introduction from the Writing Program Coordinator

Welcome to Kent State University's Writing Program. In response to the Provost's recent challenge to make the Writing Program more effective and efficient, we have undergone many changes in the past year and look forward to making positive changes on a continuous basis. Current revisions to the program took over three years and involved many individuals from the Writing Program, the English Department, and others from various academic departments and administrative offices.

There are many changes from the way courses have been taught, and the goals, objectives, and requirements for each course can be found on pages 10-13 and 17-20. Instead of thinking of writing courses as something that students take in their first year, we have moved to a vertical curriculum in which students take a writing courses over the duration of their first two years of college; English 11001 Intro to College Writing S, English 11002 College Writing I S, and English 11011 College Writing I are Tier I courses, and English 21011, College Writing II, is a Tier II Course. The Writing Program and the English Department will be working with the rest of the university over the next few years to complete the vertical curriculum and design courses and requirements that give students writing experience and instruction in all four years of college.

One thing that remains the same is that we encourage you to design writing courses that reflect your own expertise and interests as teachers and scholars while demanding the same common goals and objectives as outlined by the Writing Program in this manual. By providing this guide for composition instructors, we hope to provide the necessary information and resources to make it easier for you to teach successfully and enthusiastically. The activities, readings, assignments, and writing in which you engage with your students should encourage students and teachers alike to set and achieve rigorous goals and a collaborative, supportive environment. If you feel as if the Writing Program Office can assist you in any way, please don't hesitate to let us know.

Margaret Shaw
Writing Program Coordinator
Associate Professor of English

A Tiered Writing Curriculum

Tier I   Entrance into a University and Regional Community

01001S   *6 credit hours*
01002S   8% of entering Kent campus students place into this course.
           Students often work two semesters with the same instructor.
           All work counts toward graduation.

11011   *3 credit hours*
           Most new students take 11011in one of their first two semesters.
           Advisors direct the students with weaker scores into the first term.
           By theme and practice, these courses can be linked with the FYE at KSU Kent Campus.

Tier II   Inquiries into the Liberal Arts and Civic Participation

2xxxx   *3 credit hours*
        These courses *may* exist outside of English (to be determined).
        These courses mix (about 50/50) subject matter and writing practice.
        As English courses, they should prepare students for upper-division work.
        As university-wide courses, they should prepare students for their majors.
        We may allow the top 10% of the entry class to begin at this point.

Tier III   Learning to Write for Disciplinary and Professional Audiences

300xx   *3 credit hours*
        Courses are taken as degree program requirements or electives.
        They are taught for disciplinary or departmental audiences.
        Current Tier III courses in English are technical writing, business and professional writing,
        exposition, writing in the public sphere, and argumentative prose.

WI   Students complete a Writing Intensive course for graduation.

Tier IV Synthesis and Reflection

400xx   *3 credit hours*
        Students complete senior seminars or capstone courses (if available).

Auxiliary Writing Instruction

The Writing Commons provides an explicit component of Tier I and II courses, and it provides on-going support for writing teachers and for writing projects for all students throughout the university, from first-year students to doctoral candidates. This instruction provides support in the forms of in-person tutorials, chat-based tutoring, e-mail based tutoring, online resources, instant messaging, e-mail, telephone assistance, workshops, whole class sessions, special events, and professional development courses for undergraduate tutors.

A Picture of the Future:

- Fewer students needing remediation by avoiding "over-remediation."

- More accurate assessment of how well our students are actually learning what we teach.

- Clearer match-up between our course goals and classroom practice.

- Continue to develop an efficient and first-rate writing program, known for its informed and effective teachers.

The *Student Guide* in the classroom

Make sure that, in some capacity, you use the *Student Guide* in your classroom. Students pay a fee for this document.

Frequently Asked Questions

How do I submit grades?

1) Log into Flashline
2) Go to "Faculty and Advisor Tools"
3) Look to the left-hand side of the page for "Submit grades"
4) Click either "Midterm" or "Final"
5) Select course and section
6) Enter grades

What is the procedure for handling plagiarism or suspected plagiarism?

Visit the [plagiarism policy](#) and follow the headings on the left-hand side of the page to locate the information you need.

What should I know about student attendance and constructing attendance policies?

Click [here](#) to access the policy.

What should I know about students enrolling in courses that require a permit (PAS, stretch, ESL)?

Students need a permit for one of the following reasons:
- The student has tested out of College Writing I (College Entrance Exam Board or ACT 26 or better)
- The student has transfer credit for College Writing I and/or College Writing II

Students can be given an "open" permit, but can only enroll in a class that has seats available. The student will need a different permit if "special approval" is required.

What are some campus resources I should be aware of and can inform my students about?

Academic Success Center
http://www.kent.edu/asc/index.cfm

Women's Center
http://www.kent.edu/womenscenter/index.cfm

Writing Commons
http://www.kent.edu/writingcommons/index.cfm

Meet with a Librarian
http://libguides.library.kent.edu/meetwithalibrarian

Counseling and Human Development Center
http://www.kent.edu/ehhs/chds/index.cfm

Psychological Services
http://www.kent.edu/uhs/psych/index.cfm

Career Services Center
http://www.kent.edu/career/careermajor/counseling/index.cfm

Also, see Resources.

Tier I

Tier I: Course Catalogue Descriptions

ENG 01001 Introduction to College Writing-Stretch

Introduces the instruction and experiences necessary for students to acquire college-level literacy, with an emphasis on reading and writing college level texts. *Prerequisite:* ACT English score 1-16; or SAT writing score 200-420; or COMPASS writing score of 0-52. (Note: these cut scores are effective for AY 2013-14 and are likely to change in AY 2014-15.)

3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: English

ENG 11002 College Writing I Stretch

Continues the instruction and practice necessary to write for college, with emphasis on the reading, thinking, writing and technological skills necessary for writing college level texts. Completion of this course is the same as ENG 11011.
Prerequisite: grade of C (2.000) or better in ENG 11001; and special approval.

3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: English
Course Attributes: Kent Core-Composition, LER Composition, Transfer Module-Composition

ENG 11011 College Writing I

The study and practice of academic writing, including an introduction to rhetorical principles, the writing process, critical reading research and technology.
Prerequisites: ACT English score of 17-26; or SAT writing score of 430-590; or Compass writing score 53 and above.

3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: English
Course Attributes: Kent Core-Composition, LER Composition, Transfer Module-Composition

Tier I Learning Outcomes

All outcomes are essential and must be taught.

1. Rhetorical Knowledge

By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

2. Critical Thinking, Reading, and Writing

By the end of their Tier I writing course, students should be able to

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

3. Knowledge of Composing Processes

By the end of their Tier I writing course, students should be able to

- Understand writing as a series of recursive and interrelated steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

4. Collaboration

By the end of their Tier I writing course, students should understand that the writing process is often collaborative and social. To demonstrate that understanding, students should be able to

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

5. Knowledge of Conventions

By the end of their Tier I writing course, students should be able to

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

6. Composing in Digital Environments

Developments in digital technology are expanding our understanding of "writing." To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to

- Understand the possibilities of digital media/technologies for composing and publishing texts
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

Minimal Requirements for Tier I: 11001/11002 (Stretch)

two-semester course

1. Write approximately 20 pages (double spaced 12 pt. font) of graded writing in the two-semester extended "stretch" course. In addition to these formal graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, freewriting activities, peer responses, and multiple drafts for each graded, formal writing assignment.

2. Develop a minimum of 2 papers a semester on selected topics and 1 reflective essay per semester. This amounts to 4 papers on selected topics and two reflective essays over the two-semester extended "stretch" course. This two-semester course is a "stretched out" version of the one-semester course (11011) and, therefore, moves at half the pace of the one-semester course.

3. Develop papers that have a point; that is, personal experience, narratives, or other modes should not be assigned for their own sake but to further a continuing argument or thesis. To focus on a variety of textual lengths and difficulties.

4. Document at least one paper with sources – library, interviews, observations, diaries, letters – (ie primary and/or secondary sources) that uses a recognizable documentation format and style.

Minimal Requirements for Tier I: 11011

one-semester course

1. To write approximately 20 pages (double spaced 12 pt. font) of graded writing. In addition to these formal graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, freewriting activities, peer responses, and multiple drafts for each graded, formal writing assignment.

2. To develop a minimum of 3-5 papers on selected topics and 1 reflective essay in a single-semester course.

3. To develop papers that have a point; that is, personal experience, narratives, or other modes should not be assigned for their own sake but to further a continuing argument or thesis. To focus on a variety of textual lengths and difficulties.

4. To document at least one paper with sources - library, interviews, observations, diaries, letters - (i.e., primary and/or secondary sources) that uses a recognizable documentation format and style.

Instructor Responsibilities

for Intro to College Writing S and College Writing I S

Instructors for Introduction to College Writing S and College Writing I S (01001 and 01002) meet regularly with the Assistant Writing Program Coordinator, who coordinates the "Stretch" program. These meetings are usually every other week, beginning with week two of the semester, to discuss pedagogy and rate sample essays and portfolios. These meetings and ratings serve to develop a more cohesive teaching philosophy among the faculty for these courses.

Note: Instructors of Introduction to College Writing S (11001) are urged to keep the final portfolios of their 11001 students until finals week of the semester following the one in which the students completed the course, whether the students pass or fail. This allows instructors to address grievances and appeals as well as to allow students to compare their 11001 portfolio papers with their papers completed in 11002.

To help students meet the goals and objectives of the 11001 and 11002 courses, the following pedagogical processes are most effective:

- To approach writing as a recursive process, developing from ideas to correctness through multiple drafts, revision, and proofreading of a small number (approximately five) of papers.

- To work in small peer groups—as well as whole-class groups—on understanding texts read for class, on responding to the content of the texts of peers, and on proofreading the texts of peers, in order
  - to move students from dependence on instructors as the only audience for feedback and correctness to a more objective, independent approach to their own writing, and
  - to use student texts to demonstrate rhetorical concerns.

- To develop correctness in the context of writing, not in isolation, with minimal use of grammatical terminology.

Student conferences with instructors are strongly encouraged.

Tutorial support from peer writing assistants is available in the Kent State University Writing Commons (WC) on the fourth floor of the Library (Kent Campus). Written communication from the instructor to the WC staff, concerning student needs, is highly recommended as is written communication from the WC staff to the instructor after each session with a writing student. (Introduction to College Writing S students who are working with a tutor in the Academic Student Center [217E Michael Schwartz Student Services Center-Kent Campus] may substitute this work for any required sessions in the WC, with the approval their instructors.)

Core Curriculum Assessment for Tier I

Instructor responsibilities

All courses in the University Core are to be assessed regarding their effectiveness, based on the learning outcomes determined by the various curricular committees. Each semester, instructors are responsible for listing these learning outcomes on their syllabi. Then, *when asked,* randomly-selected instructors of College Writing I and College Writing-S from all campuses will send digital copies of single papers from their fourth and eleventh students to challengeessays@kent.edu; the selected papers should be substantial enough to represent, as much as possible, the learning outcomes of the instructor's course. These papers will be coded, with the names of students and instructors hidden, so they can be submitted for assessment purposes. The goal of the assessment is to evaluate how the courses are performing, not the individual student or instructor. In general, about 10% of the sections will be represented during any given assessment period.

The assessments will be done each semester during the fall and spring semesters only. Participating instructors will be notified as early in the semester as possible, usually within the third and fourth weeks. The papers will be evaluated according to the rubric voted on by the Writing Program Committee in AY 2011-12, and based on the learning outcomes for each course.   Copies of this rubric are available from the Writing Program secretary, Jenny Dixon, at vdixon@kent.edu. An assessment committee of TT faculty will be selected each year by the chair of the department to read the essays and submit a tally to the Writing Program Coordinator, who will report the findings to the University as part of the yearly AQIP review. A similar procedure will be followed in all other Core courses. This is a required activity.

Tier I Freshman Midterm Grades

Midterm grades are completed for all freshmen that have earned less than 30 credit hours. Midterm grade submission is done in FlashFAST. Log into FlashLine and click on the Faculty and Advisor Tools tab. In the Faculty Advisor Toolbox, under Submit Grades, instructors may access the links to submit midterm grades. Click here to access the faculty midterm grades submission deadlines by term. Please remember that College Writing II instructors may need to submit midterm grades for freshmen with less than 30 credit hours.

Tier I Resources for International Students

There are composition courses (stretch and ENG 11011) designated for International students. All international students need a permit to enroll into one of these sections. International students can enroll in sections not designated for ESL; the ESL Office, however, prefers that these students take their sections.

Click here to access the ESL Center web site.

Tier II

Tier II Course Catalogue Description

ENG 21011 College Writing II

Continuation of college-level writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multimodal project. *Prerequisites:* ENG 11011 or ENG 11002 or HONR 10197 with a grade of C- (1.700) or above; or ACT English score 26 and above; or SAT Writing score of 600 and above.

3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: English
Course Attributes: Kent Core-Composition, LER Composition, Transfer Module-Composition

Tier II Learning Outcomes

The Tier II writing course builds on the foundations of the Tier I writing course. All outcomes are essential and must be taught.

1. **Rhetorical Knowledge**

Throughout the Tier II writing course, students should build upon the foundational outcomes from the Tier I course:

By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that
Have a clear purpose
   - Respond to the needs of intended audiences
   - Assume an appropriate stance
   - Adopt an appropriate voice, tone, style, and level of formality
   - Use appropriate conventions of format and structure

In addition, by the end of the Tier II writing course, students should be able to
   - Analyze argumentative strategies
   - Employ appropriate argumentative strategies in their writing

2. **Critical Thinking, Reading, and Writing**

Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:
   - Use reading and writing for inquiry, learning, thinking, and communicating
   - Analyze relationships among writer, text, and audience in various kinds of texts
   - Use various critical thinking strategies to analyze texts

In addition, by the end of the Tier II course, students should be able to

- Find and evaluate appropriate material from digital and print sources, and/or field data
- Analyze and critique sources in their writing
- Juxtapose and integrate ideas and arguments from sources
- Develop a clear line of argument that incorporates ideas and evidence from sources

3. Knowledge of Composing Processes
Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:
- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

4. Collaboration
Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:
- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

5. Knowledge of Conventions
Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I writing course:
- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

In addition, by the end of the Tier II writing course, students should be able to
- Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing

Composing in Digital Environments
Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I writing course:
- Developments in digital technology are expanding our understanding of "writing." To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to

- Understand the possibilities of digital media/technologies for composing and publishing texts
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

In addition, by the end of the Tier II writing course, students should be able to
- Locate, evaluate, organize, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal internet sources.

Composing in Multimodal Documents

Like traditional written communication, multimodal texts and composing practices make meaning rhetorically, through conventions and for specific audiences, purposes, and contexts. By the end of the Tier II writing course, students should be able to
- Analyze and critique multimodal texts
- Employ multiple modes of representation rhetorically in their own composing

Minimal Requirements for Tier II: 21011

one-semester course

1. To write approximately 20 pages (double spaced 12 pt. font) of graded writing. In addition to these formal graded pieces of writing, students will also produce informal writing that may consist of, but is not limited to, journals, process or research logs, responses to reading assignments, freewriting activities, peer responses, and multiple drafts for each graded, formal writing assignment.

2. To develop at least 3 formal papers, one of which must be an inquiry-based research paper of 8-10 pages (double spaced) long.

3. To learn to gather, analyze, and use information to make a point about a specific claim or thesis in advancing a strong argument within a specific topic or area of study.

4. To learn how to use library resources.

5. To become comfortable utilizing appropriate electronic databases for searching and retrieving appropriate research sources.

6. To learn a recognizable and appropriate documentation style for citing research sources and preparing bibliographies.

7. To develop any multimodal project in addition to, or in conjunction with, the 20 pages of graded writing and not as a replacement for one of the three graded papers.

8. To use no more than 50 percent reading in a disciplinary content, leaving course time to focus on writing.

Core Curriculum Assessment for Tier II

Instructor responsibilities

All courses in the University Core are to be assessed regarding their effectiveness, based on the learning outcomes determined by the various curricular committees. Each semester, instructors are responsible for listing these learning outcomes on their syllabi. Then, *when asked*, randomly-selected instructors of College Writing I and College Writing-S from all campuses will send digital copies of single papers from their fourth and eleventh students to challengeessays@kent.edu; the selected papers should be substantial enough to represent, as much as possible, the learning outcomes of the instructor's course. These papers will be coded, with the names of students and instructors hidden, so they can be submitted for assessment purposes. The goal of the assessment is to evaluate how the courses are performing, not the individual student or instructor. In general, about 10% of the sections will be represented during any given assessment period.

The assessments will be done each semester during the fall and spring semesters only. Participating instructors will be notified as early in the semester as possible, usually within the third and fourth weeks. The papers will be evaluated according to the rubric voted on by the Writing Program Committee in AY 2011-12, and based on the learning outcomes for each course.   Copies of this rubric are available from the Writing Program secretary, Jenny Dixon, at vdixon@kent.edu. An assessment committee of TT faculty will be selected each year by the chair of the department to read the essays and submit a tally to the Writing Program Coordinator, who will report the findings to the University as part of the yearly AQIP review. A similar procedure will be followed in all other Core courses. This is a required activity.

Tier II Freshman Midterm Grades

Midterm grades are completed for all freshmen that have earned less than 30 credit hours. Midterm grade submission is done in FlashFAST. Log into FlashLine and click on the Faculty and Advisor Tools tab. In the Faculty Advisor Toolbox, under Submit Grades, instructors may access the links to submit midterm grades. Click here to access the faculty midterm grades submission deadlines by term. **Please remember that College Writing II instructors may need to submit midterm grades for freshmen with less than 30 credit hours.**

Tier II Resources for International Students

There are composition courses (ENG 21011) designated for International students. All international students need a permit to enroll into one of these sections. International students can enroll in sections not designated for ESL; the ESL Office, however, prefers that these students take their sections.

Click here to access the ESL Center web site.

University & Department
Policies & Procedures

Teaching Performance

The following information is from the Department of English Handbook.

Class Management: The following items are minimal expectations of any college instructor. For the most part, they involve actions and procedures easily undertaken and readily assessable.

- Regular and reasonable office hours consistent with departmental policy and the needs of students. Adjunct and Graduate Student Faculty are expected to schedule each semester at least one office hour per week for each 3-hour class taught. Full-time TT and NTT faculty should schedule a minimum of five (5) office hours per week.
- Provision of syllabus for every course taught, which must include the following: (1) a statement of course objectives and expectations; (2) a general calendar indicating the substance and sequence of the course and important dates and deadlines; (3) a clear statement of grading policy and grade weighting; and (4) the University policies on plagiarism and on students with disabilities. See Appendix X for additional details on requirements for syllabi.
- Punctuality in starting and ending classes.
- Reasonable notification of assignments, examinations, changes in syllabus.
- Provision of reasonable make-up procedures for legitimately missed exams or other graded work.
- Evaluation of work with adequate and constructive comments written on students' papers or orally to the whole class as is appropriate to the character of the test or assignment.
- Evaluation of work within a reasonable timeframe that allows the student to benefit from the instructor's comments prior to the next assignment.

Basic Pedagogy. Although the intellectual and judgmental skills essential for acceptable teaching are more open to interpretation than class management techniques, the following items are presented as constructive suggestions for the improvement of teaching.

- Content, assignments, and approach should be keyed to the level, aims, and nature of the course.
- Appropriate teaching techniques should be employed.
- Each class session should reflect thorough preparation, including knowledge of and currency in the subject matter. It is the responsibility of faculty to remain current in the material covered in their courses and to be knowledgeable about developments in the disciplines, especially as regards changes in cognate courses within the Department or University curriculum.
- The administration shares this responsibility, first in providing time and encouragement for professional development, and, second, in responsibly

managing class assignments appropriate to the knowledge and background of the individual faculty.

- Testing and grading practices should relate directly to course content and assignments.

Methods of communication should be appropriate to the level of students and subject matter of the course. It is largely the responsibility of the Chair to identify a problem area in an instructor's communication skills through appropriate screening procedures and in response to complaints made against an instructor. A plan for faculty development should be prescribed and then appropriate class assignments made for the instructor.

Instructor Attendance and Absences

Every semester we learn—usually from a discontented student, sometimes from an unhappy parent—that an instructor has arbitrarily and unilaterally canceled a class (or classes) without notice or permission. The University and Department Policies are clear on this issue: you must meet your classes if you are able. If you are ill, you must inform the Department by calling the Receptionist (330-672-2676) so that an official class cancellation notice may be posted. If you need to be absent for another reason, you must clear the absence in advance with the coordinator by detailing what arrangements you have made to have the class or classes covered by a colleague.

Attendance Policy (Department and University)

If you establish an attendance policy, be sure that it is reasonable, fair, and enforceable. Then be sure to enforce it. Some policies of the past have been Byzantine at best, bizarre at worst: "a three percent reduction in the final grade for each absence over three" to "more than twenty absences will result in a lowering of your grade." The first of these is mathematically unenforceable and the second is an embarrassment. Stating than three absences (in a class that meets three days a week) or two absences (in a class that meets two days a week) CAN lower a grade is more reasonable than saying it WILL lower the grade. Likewise, stating that six absences (in a class that meets three days a week) and four absences (in a class that meets two days a week) CAN fail a student is more reasonable than saying it WILL fail a student. "Can" gives the instructor the option; "will" forces the issue and can lead to unnecessary grievances. Click here to access the University's attendance policy.

Instructor's Responsibility

Classes are conducted on the premise that regular attendance is expected. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's expectations regarding attendance are to be communicated to students during the first week of the term.

In all cases of legitimate student absence—such as illness, death in the immediate family, religious holidays, personal involvement in University-sponsored field trips, concerts, and athletic events—makeup examinations or alternatives will be arranged by the instructor.

All other makeup work will be at the discretion of the instructor. Instructors should not, of course, be adversely influenced in their treatment of absent students, even if such instructors do not regard the absence-causing activity to be as educationally valuable as their class.

Student's Responsibility
Students have a primary responsibility for apprising their instructors about their absences (other than for illnesses of a temporary nature) whenever it is possible to do so. Anticipated or planned absences should be explained and necessary makeup arrangements made in advance with each instructor affected.
Students are responsible for materials covered in class whether they are absent or present. They are directly responsible for any necessary makeup work whatever the reasons for absence. In no case is an excuse from class to be interpreted as an excuse from class requirements.

Excused Class Absence Policy
Legitimate reasons for absence include, for example, illness, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, and direct participation in university disciplinary hearings. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material. (Based on "Policy Register: Administrative policy regarding class attendance, 3342-3-01.2.)

You must accommodate legitimate absences under University Policy, but you may and probably should adopt a punitive policy for unexcused absences beyond a reasonable number, say two for a course meeting twice a week, three for a course meeting three times a week, with a single lowering of the final letter grade as a consequence. For example, if a student can earn a "B" in all other respects, then lowering the final letter to "C," irrespective of the number of unexcused absences, seems punitive enough. A better way might be to have enough graded work so that the absences will be reflected already in the earned grade. Rather than establish a percentage reduction, a statement similar to this might serve: "Up to three (two, for a course meeting twice a week) combined unexcused absences or late papers may lead to a grade reduction; more than three combined unexcused absences or late papers will result in a reduction of one letter for the final grade in the course." Another alternative is to reward students for perfect or excellent attendance.

Do not ask your students to call the Kent campus English office or Writing Program office to leave a message in your box with respect to an impending absence. Have them call your voice mail or send you an e-mail. Regional campuses adopt their own policies on this matter.

Office Hours

You should **announce, post, and keep** at least:
- Five office hours per week (TT, NTT instructors, see University policy [here](#)), or
- One office hour weekly for each course you are teaching (TF, GA, adjunct instructors).

This may vary from campus to campus, so please check with your coordinator to verify the policy. Do what you can in working out office schedules with officemates to vary your availability so as not to close out students with differing schedules. Be sure to **let the department receptionist know your hours as soon as they are established and post them on or next to your office door**. Our three highest marks on student evaluations are earned in the critical categories of showing respect for our students, being receptive to their questions, and keeping our office hours, and that is as it should be, but without fail, every semester at least one complaining student will expose an instructor who routinely fails to keep office hours and/or appointments.

Since some of our most effective and most satisfying teaching moments occur in one-to-one situations, keeping our office hours can be critical. Many instructors are so convinced of the wisdom of that last statement that they cancel some class meetings and replace them with required conferences. We acknowledge this activity as good pedagogy, when managed well, but it is also ripe for potential abuse and at least the appearance of featherbedding in the eyes of some, especially parents, who sometimes inquire why it is that their children are not in class. If you do decide to use this technique, please formalize it by a clear statement of goals and expectations in your syllabus, being sure that scheduled conferences count and that those awaiting appointments are not set adrift without assigned work, and be sure to meet with every student during these required conference days.

Final Examination Period

The general nature of the final examination in each course is a curricular responsibility of the department or school. Within the limits of the course description, the content and weight of each examination is the responsibility of the faculty member teaching the course. The "final examination" means a formal examination or an equivalent appropriate activity used in evaluating student performance. In the case of courses that do not use the lecture as a standard format, alternative activities (e.g. portfolios, presentations, conferences) would be the norm.

Faculty members are expected to include information regarding the nature and weight of the final examination on the course syllabus. Such information must be supplied to all students in each course. Final examinations must be given at the officially scheduled time, day, and place as published in the schedule of classes or through other official university means. A period of at least two hours is to be allocated for each final examination period. Faculty members are urged to make full use of that time to the extent appropriate based on course credit hours. (Based on "Policy Register: Administrative policy and procedures

regarding final examinations, 3342-3-01.4. Click here to access the policy.)

Note: Introduction to College Writing S and College Writing I S classes do not meet during the final examination period, though most instructors meet to evaluate portfolios on the first and second days of finals week.

Suggestions for the Final Exam Session
Consider the following suggestions as an alternative to a traditional final exam (which may not be appropriate for a Tier I or Tier II writing course):
- If the final essay assignment for the course is a reflective essay, you might consider having students share their ideas in groups or as an entire class. Then, develop a list of ways they have improved and developed as writers over the course of the semester. Follow the activity with a discussion about how they now, at the end of the semester, define themselves as writers.
- For a Tier I class: Discuss, in groups and as a class, the learning outcomes and requirements for Tier II and possible strategies for succeeding in College Writing II. Relate this discussion to what students have learned and done in Tier I.
- Plan a Celebration of Writing, where each student will prepare a short reading from one of the pieces they wrote during the semester. As part of the preparation, ask the students to write an introduction to the piece that describes why they selected it to read and what it shows about themselves as a writer.
- Have a showing of multimodal projects or presentations (if these are actual assignments due at the end of the semester).
- Conferences to discuss the course (suggestions, favorite parts, confusions)
-

Suggestions adapted from the following sources:
Final Exam Suggestions
Teaching Ideas Database

Syllabi Submission Requirement

Tier I and Tier II instructors are required to submit their syllabi to the Writing Program within the first two weeks of the semester. The Writing Program uses these syllabi for various reasons, including:
- transfer credit verification,
- model syllabi for new GA and TF instructors, and
- information for substitute instructors, in the case of a medical emergency,

Please email your syllabi to the Writing Program Senior Secretary, Jenny Dixon, at vdixon@kent.edu.

Pre-Semester Workshop

The Writing Program holds an all-day workshop, which is **required** for all composition instructors on the Kent campus. Generally, this workshop will consist of several concurrent morning sessions, lunch, and a repetition of the morning sessions so that instructors may attend at least two presentations during the day. This workshop is always held on the Monday one week before the fall semester begins, to allow instructors time to adapt their syllabi, if needed, based on sessions attended at the workshop. The schedule and program details will be e-mailed to instructors in the summer. If you are interested in leading a workshop session, please contact the Assistant Writing Program Coordinator, Gerry Winter, at gwinter@kent.edu.

Writing Program Communication

The Writing Program communicates to instructors electronically through email. It is necessary for Tier I and Tier II instructors to check their email regularly so that they have access to the most current Writing Program information. Information such as course preference sheets, SSI reports, and other programmatic communication will only be available through email.

Textbooks

Instructors may choose their own texts for College Writing I and II as long as the selected texts fit with the goals and objectives of the course in which they are to be used. Book order forms will be distributed near the end of the semester, along with a course description form. These two forms should be completed and returned to the Undergraduate Secretary by the date listed on the form. Desk copies are ordered on the book order form.

- o Students enrolled in first- and second-year composition courses will have purchased *The Guide to College Writing I & II* before the semester begins. All sections of first- and second-year composition are required to use *The Guide to College Writing I & II,* which is posted online in Blackboard Learn.

- o All instructors of first- and second-year writing who choose to use a handbook must use *The St. Martin's Handbook,* which was officially adopted by the Writing Program Committee in 2011.

- o All new instructors are required to use the *St. Martin's Handbook* during their first semester teaching at Kent State.

- o Stretch instructors in programs other than ESL and PAS are required to use *The St. Martin's Handbook,* preferably in hard copy.

- o Please keep in mind the following Tier II requirement when choosing course readings and textbooks: "To use no more than 50 percent reading in a disciplinary content, leaving course time to focus on writing."

The St. Martin's Handbook
The Writing Program has resources for teaching with *The St. Martin's Handbook.* Stop by Satterfield 206 to access the following resources:
       • *Teaching with Lunsford Handbooks*
       • *The St. Martin's Handbook: Instructor's Notes*

Online instructor resources can be accessed using your instructor account information here. You may need to contact the Bedford/St. Martin's representative for your online account information if you do not have it already.

Please inform your students that it is less expensive to purchase the *St. Martin's Handbook* directly from the publisher at this link.

Photocopy and Scan Requests

The department will photocopy materials you need for the classes you are teaching; however, the request should be submitted twenty-four hours in advance. We have student workers who do all the photocopying. Instructors DO NOT have access to the copy machine. Copy request forms are located on the counter at the reception desk. Place your requests in the top bin behind the reception desk. When possible, please request double-sided in order to save paper.

The department can also **scan** copies of documents for faculty.

The department abides by the standards of educational fair use under Section 107 of H.R. 2223
(Copyright Revision Bill):

I. **Single Copying for Teachers.** A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:
     a. A chapter from a book;
     b. An article from a periodical or newspaper;
     c. A short story, short essay, or short poem, whether or not from a collective work;
     d. A short graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

II. **Multiple Copies for Classroom Use.** Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher

giving the course for classroom use or discussion provided it follows the rules of brevity (i.e., not more than 1000 words or 10 percent of the work, whichever is less) and includes a notice of copyright.

III.   Prohibitions to I and II.
  a. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works.
  b. Copying shall not be done of, or from, works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets, and answer sheets and like consumable material.
  c. Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals. No charge shall be made to the student beyond the actual cost of the photocopying.

Audio Visual Equipment

The department has three VCR units, four movie projectors, and two opaque machines (overhead projectors are in the classrooms). All of the equipment is located in the basement of Satterfield Hall in the locked room immediately to your right as you get off the elevator. **Other departments use our equipment, so it is very important that you adhere to all of the following procedures:**
  1. You will need to sign the clipboard on the counter at the reception desk to reserve AV equipment.
  2. Before your class on the day you use the equipment, request a key to the AV room from the receptionist, go to the basement to get the equipment, and return the key.
  3. Do not keep the key during your class time.
  4. After you have finished using the equipment, you will again request the AV key, return the equipment to the basement, and then return the key to the receptionist.
  5. Please return all equipment as soon as you have finished using it so that others are not inconvenienced.

Fax Usage

The department has a FAX machine that is for professional use only. Students are not permitted to FAX their papers to the department. If a student does fax a paper, it will not be given to the instructor, but you will be notified that it was received. If an instructor needs to use the FAX machine other than for professional work, there is a $2.00 charge for the first page and a $1.00 charge for each additional page. Incoming personal faxes cost $2.00 for pickup.

Evaluations of Teaching

Student Survey of Instruction (SSI)

You must obtain student evaluations from every class at a convenient time toward the end of the term, preferably during the last two week. You will be given copies of the numerical values supplied by Institutional Research, which will provide you with an indication of how your work was perceived by your students in comparison with the departmental averages, and you will have an opportunity to read whatever written comments were received. These are kept on file in the Writing Program Office for graduate appointees and adjunct faculty and in the office of the secretary to the Chair for tenure-track and non tenure-track faculty. Although these evaluations are considered in determining future assignments, they are not the sole criterion used.

Part-Time Faculty Review
(Revised S2013)

The performance of part-time faculty will be reviewed regularly. Since the nature of their appointments is almost exclusively instructional, the primary focus of evaluation will be their teaching. Scholarship and service, though not required of part-time appointees, also will be considered when the activity is relevant to the appointment, although they are given less weight than teaching in the overall evaluation.

Part-time faculty during their first four semesters:

Since teaching assignments are made early in the semester, teaching observations must be completed at the beginning of the first, third, and ninth semesters of employment to qualify faculty for future employment. Therefore, all new part-time faculty will be observed during the first, third, and ninth semesters of employment—by the end of week eight of the semester. The first observation will be used to make teaching assignments for the second semester of employment. The faculty member's teaching portfolio is due by week six of the second, fourth, and tenth semesters of employment. These portfolios— including the observations—will be used to make teaching assignments for the fifth and tenth semesters of employment.

Semester	Due
First semester	One observation by the end of week 8
Second semester	Teaching portfolio due by the end of week 6
Third semester	One observations by the end of week 8
Fourth semester	Teaching portfolio due by the end of week 6
Ninth semester	One observation by the end of week 8
Tenth semester	Teaching portfolio due by the end of week 6

Each observation will be made by one of the nontenure track faculty member assigned by the Department of English Chair to mentor part-time faculty. Three **signed and dated**

copies of the observation reports need to be made (one copy for the instructor being observed, one copy for the Writing Program Director, and one copy for the Chair). Comments may include the following:

a. effectiveness of organization and use of class time,
b. ability to elicit discussions,
c. ability and willingness to answer questions,
d. respect for students,
e. interaction of students with students,
f. interaction of students with instructor,
g. knowledge of material being presented,
h. clarity in explaining assignments,
i. effectiveness of responding on a representative set of papers (either all of one set of papers on a single assignment from one class OR two high, two middle, and two low papers from a single assignment from one class),
j. effective use of technology, and
k. other comments deemed relevant to teaching performance by those completing the observations, including comments on a graded set of papers.

The teaching portfolios should include the following:

a. Syllabi and supplemental handouts for the **semester of the review** and **the most recently completed semester.**
b. Student Surveys of Instruction (SSI) and **all written student comments** for the most recently completed semester and all previous semesters.
c. A **set of graded papers** from one class during the semester in which the teaching portfolio is reviewed or the most recently completed semester.
d. Report of one **classroom observation** made during the most recently completed semester and all previous observations.
e. Any other materials the part-time faculty member deems professionally relevant—publications, other observations, committee work, departmental services, etc.

Each review will result in a written evaluation, including a rank, defined as a performance rating along a scale from 10 (high) to 1 (low), by the Part-time Faculty Subcommittee of FAC. The members of this committee include the Department Chair, the Undergraduate Studies Coordinator, the Graduate Studies Coordinator, one member of FAC who holds a tenure-track appointment, the part-time faculty representative to FAC, and the Writing Program Coordinator (who chairs the subcommittee). (A ranking form is available in the Writing Program office in 206 Satterfield.)

Faculty members will be given a copy of the written evaluations and the classroom observations, and they will retain the right to request additional observations or portfolio reviews.

Part-time faculty following the first four semesters:

After the **first four semesters**, part-time faculty will not undergo observations or portfolio reviews again until the **ninth and tenth semesters** unless their student surveys of instruction are weak or students indicate concerns about them to the Writing Program Coordinator. **However, all part-time faculty members will be required to:**

- **submit syllabi, which are required for reappointment (by the end of week 2 each semester),**
- **administer student surveys of instruction, which are required for reappointment, to all sections taught (by the end of each semester).**

The above materials will be reviewed by the Writing Program Coordinator, to examine the faculty members' continued teaching success.

Part-time faculty who would like evidence of further faculty development work for such purposes as letters of recommendation, promotion to NTT, or general teaching improvement may also speak with the WPC or Assistant WPC about subsequent observations, portfolio reviews, or faculty development projects.

The majority of our current part-time faculty will not have to undergo further formal review after the first four semesters and the ninth and tenth semesters since the Writing Program administration recognizes the excellent teaching performance of the vast majority of our part-time faculty. Any part-time faculty member wishing to discuss this policy should contact the Writing Program Coordinator or the Assistant Writing Program Coordinator, both of whom are located in the Writing Program Office in 206 Satterfield.

Graduate Appointee Evaluations
During the first year of appointment, all new Graduate Assistants and Teaching Fellows will be observed during the Fall Semester. During the second year of appointment, M.A. graduate appointees should be observed in the Fall semester. The M.A. student should choose whom he or she would like to conduct the observation. The WPA office will only assign someone in the event that the M.A. student cannot locate a willing observer. Ph.D students who (according to this plan have already been observed during their first semester of teaching) do not have be observed again until their third year of teaching. At that time, their Dissertation Chair should conduct the observation. Therefore, the observation schedule is as follows:

Rank	Semester	Observer
GA 1 (M.A.)	Fall	Those in a mentor group: The WPA graduate assistant(s) Those not in mentor group: Person assigned by WPA
GA 2 (M.A.)	Fall or Spring	All M.A. appointees choose their own observer
TF 1 (Ph.D)	Fall	Those in a mentor group: The WPA graduate assistant(s) Those not in a mentor group: Person assigned by WPA
TF 2 (Ph.D)	Not Observed	---
TF 3 (Ph.D)	Fall or Spring	Dissertation Chair
TF 4 (Ph.D)	Not Observed	---

These observations are a means of professional development and designed to facilitate a dialogue pertaining to the graduate students' pedagogical practices. Graduate students are encouraged to request additional observations. Continuing appointees may then use their observation letters, if they choose, for applications for jobs, other graduate programs, and the Pringle or Witte Fellowships.

All official observations will be conducted by two faculty members: 1) the graduate appointee's mentor, or any other person of his or her choice, and 2) a faculty member chosen by the department chair, preferably from the graduate appointee's respective program. (The observers should visit the same class. In the event that the observers must attend different classes, each should submit separate observation reports.)

The criteria for evaluation include:
   a. effectiveness of organization and use of class time,
   b. ability to elicit discussion,
   c. ability and willingness to answer questions,
   d. respect for students,
   e. interaction of students with students
   f. interaction of students with the instructor,
   g. knowledge of material being presented,
   h. clarity in explanation of assignments,
   i. other comments deemed relevant to teaching performance by those completing the observations, including comments on a graded set of papers, effective use of technology, effectiveness of responding on a representative set of papers (either all of one set of papers on a single assignment from one class OR two high, two middle, and two low papers from a single assignment from one class),
   j. other comments deemed relevant to teaching performance by those completing the observations.

The appointee will arrange the observations with both faculty members. Prior to the

observation the appointee must meet with both observers, together or separately, and:
   a. explain his or her teaching philosophy,
   b. provide a course syllabus,
   c. supply a copy of a set of graded (or marked if grades are not given) papers and its assignment, and
   d. discuss the lesson plan, including the goals and methods for the upcoming class (to include any teaching materials such as course assignments and handouts).

The appointee will meet with both observers, either together or separately, as soon after the observations as possible, to discuss what occurred in the class and to include the appointee's observations in the final summary of the discussed observations.

Class Observation Form located on the following page

CLASS OBSERVATION
Adjunct and Graduate Student Faculty

Instructor's name_____

Observer's name_____

Date of observation_____

Class observed_____

Classroom number and building_____

Rate the following teaching skills on a scale of 1 to 10 with 10 being high and 1 being low. Use N/A for "not applicable" if the skill mentioned was not a part of the class you observed.

_____ a. effectiveness of organization and use of class time

_____ b. ability to elicit discussion

_____ c. ability and willingness to answer questions

_____ d. respect for students

_____ e. interaction of students with students

_____ f. interaction students with instructor

_____ g. knowledge of material being presented

_____ h. clarity in explaining assignments

_____ i. effectiveness of responding on a representative set of papers (either all of one set of papers on a single assignment from one class OR two high, two middle, and two low papers from a single assignment from one class)

_____ j. effective use of technology

_____ k. effective syllabus, clearly follows goals and objectives for course

In a one to two page **attached memo**, noting any strengths or weaknesses that may help the professional development of the faculty member, elaborate on the above criteria and scores, including a brief synopsis of what went on in the class you observed.

Signature of Observer _____

Please make three copies of this form and the memo you attach to it.
         Give the original to the Writing Program Coordinator.
         Give a copy to the instructor you observed.
         Give a copy to the Chair.

Handling Student Complaints

Inevitably, there will be student complaints. Our goal always is to resolve them without having to take a formal action, but any student who comes to the Assistant Writing Program Coordinator with a complaint that might escalate into a grievance is given a copy of the Department's Grievance Policy, which describes in detail a process we hope will not be activated. Our first step is to try to get student and instructor together to discuss the matter; occasionally we mediate discussions, separately or together. We never overreact to a student complaint, for we find that almost always the air is cleared simply by talking out the pros and cons of an issue. If you encounter a student complaint, please contact the Assistant Writing Program Coordinator, Gerry Winter, at gwinter@kent.edu, to discuss your options.

Grading Policies & Related Information

Writing Program Statement on Grades
The Program's statement on grades characterizes the various letter grades as follows:

An "A" paper has all of these qualities: writing that goes beyond the obvious commonplaces of our culture; demonstrates thinking more complexly than just in terms of the simple problem-solution; avoids premature answers in favor of nuanced, subtle insights; goes beyond the simple version of critical analysis modeled by machine solutions to problems; is well reasoned and well supported with evidence and strongly articulated, coherently organized arguments; is almost totally free from mechanical errors; has precise diction; and demonstrates an awareness of how the analysis/reading was produced.

A "B" paper has all these qualities: good mastery and some critical awareness of the commonplaces of our culture; thinking in terms of at least a sophisticated problem-solution format, when appropriate; argumentation which demonstrates at least some nuances, awareness of contradictions and other subtleties; at least some form of critical analysis used in a clear and forceful fashion; evidence which supports coherent, if not always strongly articulated arguments; accurate diction, and infrequent and minor mechanical errors; some awareness of how the analysis/reading was produced.

A "C" paper has these qualities: obvious or uncritical use of the commonplaces of our culture; thinking strictly in terms of a simple problem-solution format; predictable answers to complex questions; critical analysis modeled on simple applications of over-generalized principles; although clearly attempted, barely supported or reasoned arguments; occasionally ineffective organization, paragraph development, and transitions; fairly coherent, but occasionally monotonous, clumsy, or unemphatic sentence structure; occasionally vague or inexact, usually rather uninspired diction; isolated serious mechanical errors, occasional minor mechanical errors; seldom any awareness of how the analysis/reading was produced.

A "D" paper is seriously deficient in any or all of these ways: general confusion of everyday with academic commonplaces; thinking in terms of a reductive pattern of problem-solution; argumentation which lacks any subtlety or sufficient and appropriate evidence; frequently weak and incoherent organization, paragraph development, and transitions; frequently incoherent sentence structure or inexact diction; occasional serious errors in mechanics and fairly frequent mechanical errors.

An "F" paper is often characterized by any or all of the following: a failure to even begin to enter academic discourse, whether because it is caught up too much in a seamless reproduction of the safe and familiar or in a muddle of confused thought; a premature closure of analysis, if any; a total lack of understanding of what comprises academic authority in contrast to nonacademic forms; poor or incoherent organization, paragraph development, and transition; a failure to address the assignment; almost constant inexact diction, poor sentence structure, or errors in mechanics.

Please remember that you have obligations to both your students and your colleagues when you grade. It is necessary, in a program as large as ours, to make standards as uniform as possible. The student who receives an undeservedly high (or low) grade from you will be entering another class the next semester; he or she has a right to expect a reasonable degree of uniformity in grading standards.

Note: Students in Introduction to College Writing S (11001) are required to have a "C" or better to enter College Writing I S (11002), and students in College Writing I S (11002) and College Writing I (11011) are required to have a "C-" or better to enter College Writing II (21011). Keep in mind that the University's Repeat for Recalculation policy (below) allows for improving "C-," "D," and "F" grades through repeating the course in which they were received.

Repeat for Recalculation

The Repeat for Recalculation of First-year Grade Point Average (the now obsolete Freshman Forgiveness Policy) should help you stiffen your resolve to grade fairly and not sympathetically, for it provides an opportunity for a student to repeat a course without penalty in order to strengthen essential compositional skills. This policy permits a student with 30 or fewer hours attempted, to repeat any course in which the letter grade of "C," "D+," "D," "F," or "U" was earned and use only the second grade in the calculation of the cumulative GPA. The student must initiate a request for this policy to be activated in the appropriate Dean's Office and complete the work within the first 60 attempted hours. Click here for details.

IN: Incomplete Grade

The "IN" grade is to be given **only** when extraordinary events during the last three weeks of the semester (or the equivalent time in a summer term) prevent a student from completing all requirements for a class. Such extraordinary events must be outside the

control of the student and include illness of the student, illness or death in the family, being called to jury duty, etc. The assumption in all cases is that all work required up to that time has been completed satisfactorily. When the instructor fills out an **incomplete grade form (available from the Administrative Assistant,** Ruby Riley), the following should be specified: exactly what work remains to be completed; when the work is to be submitted; and what will happen if it is not submitted (e.g., a grade of "F" or some other letter grade will be turned in). This should be regarded as a contract with the student, who must sign the form unless there is a good reason preventing the student from signing (e.g., he or she is out of town or in the hospital). The instructor may **not** specify that the student is to "sit in" on the same class the following semester; students are prohibited from doing this by state law that requires anyone filling a seat to pay tuition or to be officially exempt from tuition. Common sense also dictates that the instructor should plan on being available to the student at the time the work is to be submitted. **The "IN" must be accompanied by the proper paperwork.** An incomplete grade that is not completed according to the terms of the "incomplete grade form" submitted by the faculty member will revert to a grade of "F" at the end of the term in which the incomplete was supposed to be finished.

NOTE: The transcript of a student who registers for a class a second time and who receives a letter grade in it will carry the first "IN" in perpetuity (unless subject to the "Repeat for Recalculation" rule). A student who has not done work throughout a good portion of the semester and who first approaches an instructor during the last three weeks should not be granted an "IN" but instead counseled to seek advice from his or her college dean about a late withdrawal. Any questions about "IN" grades should be referred to the relevant program coordinator or the department chair.

IP: In Progress Grade

The "IP" grade is given to students to indicate that research, individual investigation, or similar efforts are in progress and that a final grade will be given when the work is completed. The IP grade can be utilized only in designated courses and is not used in computing GPAs.

NF and SF: Never Attended and Stopped Attending Grades

The "NF" grade denotes that a student never attended one class session, nor did the student formally withdraw from the course. The grade will count as an "F" in computing GPA.
The "SF" grade denotes that a student stopped attending the course and did not formally withdraw. The SF will count as an "F" in computing GPA. This grade must be accompanied by the date of last attendance in the course.

W: Withdrawal Grade

Any course withdrawals after the second week of the semester will appear on the student's academic transcript as a "W."

University Grading Scale
A (4.0) Denotes excellent scholarship
A- (3.7)
B+ (3.3)
B (3.0) Denotes good performance
B- (2.7)
C+ (2.3)
C (2.0) Denotes fair or average performance
C- (1.7)
D+ (1.3)
D (1.0) Denotes poor (unsatisfactory but passing performance)
F (0) Denotes failure

Submitting Grades
Midterm and final grades submission is done in FlashFAST. Log into FlashLine and click on the Faculty and Advisor Tools tab. In the Faculty Advisor Toolbox, under Submit Grades, you may access the links to submit midterm or final grades. Click here to access the Faculty Midterm and Final Grades Submission Deadlines by Term.

NOTE: A midterm evaluation is completed for all freshmen that have earned less than 30 credit hours. College Writing II instructors will need to submit midterm grades for students with less than 30 credit hours.

Returning Papers
In your syllabus, schedule the final receipt of papers, including notebooks, journals, folders, etc., in ample time for marking and returning by the final class period or, at the latest, the final examination. The student has a right to know your judgment and to learn from your annotations. In classes where you are giving students the opportunity to revise or where you are using a portfolio assessment system, students should have their original work marked and returned with ample time to revise it for final submission dates.

Do not allow an entire class to deliver papers to your mailbox. Such a procedure should be the exception for clearly justified individual cases, not the rule. Just as the traffic in such activities has grown in the past few semesters, so have the instances of disputes over missed deadlines, lost papers, and work not properly taken into consideration for the grade in course.

Do not leave papers in office foyers or in the department office for students to pick up later. Many a case of plagiarism has begun with a paper pilfered from a pile outside an office door. We have even had to deal with grade disputes resulting from students making comparisons between marks given on their papers with those awarded other students in the class. Besides, it's unsightly, hazardous, and pedagogically unsound:

students have every right to expect to receive their papers returned in ample time to learn from your comments.

Plagiarism

Our energies are perhaps much better utilized in teaching students how to avoid the charge of plagiarism than in catching them at it and applying sanctions. **The single best way to reduce the temptation to plagiarize non-research papers is to require enough in-class writing so that you will have a solid base of comparison when seemingly miraculous transformations occur.** The more difficult assignment, reducing the temptation to plagiarize research papers, can be handled in a variety of ways. First of all, insist that the student write about the subject at hand. A student who begs to be permitted to write about *The Scarlet Letter* instead of *Emma*, because of her abiding interest in the feminist cause, probably has a different letter in mind—the "A" the paper may already have earned. More importantly, have the student hand in everything by the numbers— note cards, rough drafts, penultimate copies—but return only the final draft. Most who are tempted will be put off by the bother and just go ahead and write their own papers.

Be sure your students understand clearly what plagiarism is by having them read their copy of *Guide to College Writing I & II* and the University Plagiarism Policy since many will have succeeded quite well in high school on the basis of artful paraphrase, decorated folders, and general good behavior. They will need to have the ethics of attribution and the processes of documentation carefully demonstrated. Be sure to place a **plagiarism policy statement on your syllabus**. The full University policy on "student cheating and plagiarism" appears here. Or, you may use the following:

> "Plagiarize" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. This definition includes using another student's work as your own as well as inadequately referencing other sources in your work. Plagiarism carries a variety of sanctions, ranging from lowering of a grade to dismissal from the University. Additional information regarding the University's policy is available at the University's Plagiarism site: http://www.kent.edu/academics/resources/plagiarism/. You are responsible for knowing and abiding by this policy."

If, despite your efforts to rid the apple of its bite, you encounter plagiarism, **the first step is to meet with the Assistant Writing Program Coordinator for advice on what sanctions to enforce.** The University has developed a guide for instructors who believe they have encountered plagiarism. Click here for details.

Student Accessibility Services

Instructors must include the following SAS policy in their syllabus:

> University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a student has a documented disability and requires accommodations, he/she must contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Students must first verify their eligibility for these through Student Accessibility Services (330-672-3391 or by visiting www.kent.edu/sas for more information on registration procedures) 2003.

Note to instructors: Instructors are not obligated to give accommodations before the student presents proper documentation.

- **Faculty** responsibilities and resources are detailed here.
- **Student** responsibilities and resources are detailed here.

FERPA

Kent State University policy 5-08.101 provides operational procedures for administering and maintaining student education records in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). The general principles of Kent State University's policy, subject to some exceptions, are as follows:

- Educational records are defined as those records, files, documents, and other materials which contain information directly related to the student and are maintained by a college, school, department, office or other university organizational subdivision, or by a person acting for the university or any of its subdivisions. The term "educational record" includes the official academic record (Office of the University Registrar), advisement records (college or school office), discipline records (Student Conduct), and placement bureau records (Career Services).

- Students have certain rights of access to this information.

- After reviewing their individual file, students may challenge a perceived inaccuracy, misleading statement, or other perceived violation of their privacy or other rights with the university office that maintains that record.

- The university has certain responsibilities to protect this information with the exception of directory information which includes the student's name, local and permanent and e-mail address, telephone listing, class standing (undergraduate/graduate; freshman, etc.), enrollment status (full/part-time), major field of study, participation in officially recognized activities and sports,

weight and height of members of athletic teams, dates of attendance, degrees and awards received, high school graduated from and most recent previous educational agency or institution attended.

- Parents of dependent students as defined in Section 152 of the Internal Revenue Code of 1954 may have access to their child's records provided they have demonstrated satisfactory evidence of the student's dependent status, and that students be notified of all such requests in advance of compliance; except that release of information regarding their student's financial account to parents of a dependent student shall not require notification to the student. Click here for Verification of Student Dependent Status Form.

- Students may restrict the publication and release of directory information by completing the online form accessible from the Student Tools and Courses page in FlashLine. FlashLine is accessible from the link at the top right of this page. Students may also restrict the release of directory information by filing a written request at the Office of the University Registrar or the registration office of the campus they are enrolled. A Request to Prevent the Disclosure of Directory Information Form can be printed from the web by clicking here.

- Students who believe that there has been a FERPA violation should contact the University Registrar at 330-672-3131.

- Students also have the right to file a complaint with the U.S. Department of Education Family Policy Compliance Office concerning alleged failures by the university to comply with the requirements of FERPA.

Equal Opportunity and Affirmative Action

The mission of the Kent State University Office of EOAA is to ensure equal access to employment and educational opportunities in support of the university's commitment to equal opportunity, affirmative action, and diversity.

The Office of EOAA provides:
- Information, consultation, and guidance to the Kent State community on affirmative action, equal opportunity, harassment prevention and discrimination matters.

- Training and workshops for students, faculty, and staff on these issues.

- Confidential counseling on harassment and discrimination issues and concerns.

- A mechanism for handling complaints of harassment and discrimination.

- Oversight of and support for the university's compliance with equal opportunity and affirmative action laws and regulations.

Additional information about policies and resources related to EOAA can be accessed here.

Working with Troubled Students

Because Writing teachers at all levels often work with patterns of thought and habits of mind, we are apt to encounter some alarming thinking among our students. To be sure, there is a wonderful abundance of variation in the world of behavior and personal worldview. However, violent and/or graphic images and writing, coupled with disturbing classroom behavior may be a cue that a student might benefit from talking with a mental health professional. This FAQ helps you consider what to do in a situation where this might be the case.

Q: What if I feel uncomfortable with a student's behavior?
A: It is up to you to establish and maintain boundaries with which you feel comfortable in your classroom. If a student's behavior is persistently worrisome and violates your boundaries, it is up to you to decide whether it is appropriate to discuss your concerns or not.

Q: How do I decide if it's appropriate to discuss my concerns?
A: If you are close enough to a student to know that there is a problem, you can decide if it is the right thing to discuss your concerns. Remember that the student is first and foremost a person, not an element of your pedagogy.

Q: With whom can I discuss this?
A: There are two main options. First, you can consult a counselor to discuss your concerns about an anonymous student. Second, you may suggest to the student that he/she seek outside help and provide the student with contact information. You may not mandate that they get help.

Q: Who can I consult with and where can I refer a student?
A: Kent State has three places to where students can be referred or teachers can go for consultation.

The Counseling and Human Development Center
325 White Hall
(330) 672-2208
http://chdc.educ.kent.edu/

Kent State University Health Services
DeWeese Health Center, 2nd floor
(330) 672-2487
http://www.uhs.kent.edu/psych/psychindex.htm

The Psychological Clinic (not for the actively suicidal)
176 Kent Hall
(330) 672-2372
http://dept.kent.edu/psychology/clinic/clinicservices.htm

Q: What do I do in a crisis situation?
A: For crisis or emergency situations where a threat has been issued upon self or others, it is appropriate to call any of the above places or any of the resources below.

Kevin Coleman Mental Health Center.......330-296-8313
Town Hall II Helpline..................................330-678-4357
Campus Police...330-672-3070
or..911

Alarming Student Writing

"Alarming" student writing includes anything written by a student in your class that suggests the possibility of violence or harm to the student or to others, based on a contextualized reading of the piece by you or your supervisors. In the event of such writing coming into your possession, the following procedure should be followed:

1. The instructor should seek advice from the Coordinator of the Writing Program or the Graduate Studies Coordinator before pursuing the matter further. Based on this advice, you may meet with the student to in order to clear up any ambiguity or extenuating circumstances regarding the piece of writing.

2. The meeting with the student should be done as soon as possible, preferably face-to-face or, if necessary, through written contact. If you prefer, you may ask a member of the Writing Program staff to attend the meeting or to sit nearby. This meeting should not be skipped unless the writing clearly indicates an imminent threat.

3. At this meeting, do not tell the student he or she must drop your course or seek psychiatric care; you can, of course, always ask the student if he or she would like to speak to someone and refer the student to Psychiatric Services in the Health Center. The purpose of the meeting is to ask the student to speak about the written work and his or her intent.

4. If sufficiently concerned and unsure what to do next, the instructor should contact

one of the two Coordinators. Do not substitute the advice of colleagues or friends, regardless of how well meaning, for this official contact. Sharing a student's piece of writing should be done only on a "need to know" basis or with the student's permission.

5. The Coordinator may recommend that you contact the Ombuds for advice. If you prefer, the Coordinator may do this for you. You should understand that the Ombuds has the option to call the police to investigate, and that you have the right to decline this step. This should not prevent you from seeking this advice, however, since the Ombuds is trained to address problems such as these.

6. If you are also experiencing classroom disruption from the same student, follow the University policy regarding these matters. See 4.02.2 in the policy register.

7. To avoid, as much as possible, events such as these from occurring in the future, the instructor should include in his or her syllabus, under classroom policies, the following:

   Students need to be aware that writing, by its very nature, can often be misunderstood. In addition, students should know that their instructors are responsible for reporting any evidence of a student's possible intent to harm him or herself, or to harm others. Therefore, never put in writing anything that could be taken out of context, regardless of your intent, which would necessitate an instructor's taking action to clarify the matter or to protect the student(s) or himself or herself from harm. If you are unsure about something you are writing, ask your teacher about the material ahead of time.

Distance Learning

Writing Program Policy on DL Course Creation

Revised April 5, 2013

The Writing Program Committee (WPC), in conjunction with University guidelines from the Office of Continuing and Distance Education (OCDE), has created standards for instructors interested in creating an online writing course. The WPC addresses the content of proposed distance learning (DL) writing courses while the Office of Continuing and Distance Education (OCDE) advises on the technical standards and format of the online course in collaboration with the English Department DL Coordinator, currently Bev Neiderman bneiderm@kent.edu. The DL Coordinator will be the contact person for questions about DL; 100% online, blended, and hybrid course designs; master and Strategic Initiative (SI) DL courses; and DL training.

The Writing Program defines a **blended course** as less than 50% online and a **hybrid** (V3) **course** as 50 – 99% online. 100% online (V1, V2), blended, or hybrid courses should comply with the University guidelines and WP DL Course Policy.

The first step for any instructor interested in teaching an online course is to obtain approval to proceed from your Coordinator or Assistant Dean.

Master and SI Courses - No proposal needed

- **Master Courses:**

    o A faculty member interested in teaching a writing course with some or all DL components should contact the DL Coordinator to determine whether the course has already been offered online at any Kent campus or if there is a master course already created by WPC design teams. Master courses are the default course designs for Writing Program instructors who may not have had previous experience with teaching online and would like to use a prepared course.
    o Master courses are available for 100 % online English 20002, 21011, and 30063.
    o Instructors should contact the DL Coordinator to preview the master course and decide whether or not to use it.
    o Instructors who choose to teach the master course can adjust teaching strategies but if making major changes to assignments, texts, and design, should instead use their own course design.
    o If an instructor decides to use a master or SI course, no formal approval is necessary. Individual course designs need WPC approval.

- **Strategic Initiative Courses:**

    o Strategic Initiative courses are available for 100% online English 11011 and 21011.
    o SI courses are courses designed for national marketing.
    o SI courses were designed by Writing Program faculty.
    o SI courses will only be offered during an 8-week Summer semester on the Kent campus. No other online versions of College Writing I and College Writing II will be offered during these times on the Kent campus
    o OCDE has strict guidelines for SI courses to ensure they pass Quality Matters evaluations. Instructors who agree to teach an SI course must agree to use the course as created and make no changes.

New Online Course Creations – Proposal Required

Anyone interested in teaching a writing course that is completely or nearly completely of his or her own design, will need to submit the course for WPC approval. Faculty who are qualified to teach DL courses may alter, modify, or discard the master courses in favor of their own course, but it must be approved by the WPC and meet the quality online standards that the university has adopted for online course design. Different course structures are allowed for multi-sectioned courses, but unnecessary duplication should be avoided.

The applicant should then discuss the online technical (and technological) aspects of the course with the DL Coordinator, and on that basis, develop the course shell. Instructors must use the

University supported Blackboard Course Management System. Finally, the applicant should propose the course to the WPC

- **New DL Course Proposal (only submitted for new DL course creation)**

According to the University's policy for Distance Learning Course Development, every new online course in the KSU catalog, developed with or without university support and offered for the first time, must first be submitted for approval. Interested composition instructors should

- Talk to the Writing Program Coordinator to obtain prior approval for your course
- Plan to initiate the approval process two semesters prior to the semester the course will begin

Instructors interested in teaching new online courses or existing courses previously without a DL component (100% online, blended, or hybrid) should submit a proposal to the DL Coordinator to present to the WPC for approval to ensure that all are comparable courses which meet University DL guidelines.

- **Proposal Contents**

Address the proposal to the Writing Program Committee. The proposal should contain the following:

- Acknowledgement/confirmation of support via email from your Coordinator or Assistant Dean
- Identification of the course as 100% online, blended, or hybrid
- A description and rationale for main assignments with the instructor's online policies.
- An explanation of how the course is effective for online delivery through online activities which are substantial, academically robust, and designed to help students meet course learning objectives. Examples of robust online activities are peer editing; graded discussion activity; graded writing assignment online via a blog, discussion post, or attached composition; guided research activity; virtual meeting of class via Wimba, Skype, etc.
- An annotated syllabus that explains to the WPC the parts that describe notable DL-specific elements.
- A week-by-week calendar for 100% online course; OR a course calendar for a hybrid or blended course which reflects which specific days will be replaced by the online component and the tasks to be completed on those days.

DL resources are available in the WP Office and online.

The Dalton Group in Stewart Hall will provide advising and support on the efficacy of the technical elements of the DL course design and implementation.

To see how the course will look from the student's perspective, the applicant should discuss with the DL Coordinator whether or not access to Bbd Learn is needed. If necessary, the DL Coordinator may also informally determine how form and content abide by Quality Matters (QM) criteria in the design of the course.

In order for the course to be created in Banner, the proposal must be submitted to the DL Coordinator by:

- February 1 before the Summer semester the course will be taught
- February 1 before the Fall semester the course will be taught
- August 1 before the Spring semester the course will be taught

Once the proposal is submitted to the DL Coordinator, it will be sent to the WPC members for review and discussion at the next WPC meeting. WPC members will vote to approve the proposal as is, ask for revisions before approval, or ask the instructor to work with the DL Coordinator. Revisions should be submitted two weeks after the instructor receives feedback from WPC. Once the course is approved, the applicant should ask the scheduler on his or her campus to build the course as a DL course, either 100% or hybrid. Blended courses do not need to be designated as such in Banner.

Follow-Up Assessment – Reflection

In addition to evaluating the preparation of course structure and materials before a DL course is to be offered, the WPC also assesses the results of a newly-proposed DL course after it has been taught. This end-of-the-semester follow-up assessment requires the applicant to submit a brief reflection on the course's results in achieving the established WPC learning outcomes for that course. The reflection should be submitted a week after Finals Week. This will allow both the instructor and the WPC to assess the results of the course's efforts to meet the established learning outcomes for the writing course in question. The instructor should provide a brief narrative.

For reference, the DL Coordinator will maintain a list of online writing courses offered each year at all campuses.

Resources

Faculty Resources

Employee Resource Manual
The Division of Human Resources has developed an employee resource manual with general information and guidelines on a variety of topics related to employment at Kent State. The manual provides an overview of the policies and procedures for employees, but it is not meant to replace or override existing policies. Click here to access the manual.

Faculty Professional Development Center
The FPDC provides opportunities, leadership and support for faculty and graduate students of Kent State and to help them grow in their scholarly and professional work. Click here to access the FPDC web site for more information.

General Counsel
The Office of the General Counsel (OGC) serves as the legal representative of the university and is also available to provide legal advice and guidance on university-related matters to employees and departments at all campuses. Click here to access the OGS web site for more information.

Human Resources
The Division of Human Resources assists departments in attracting, motivating, developing, and retaining talented individuals in a positive, diverse, healthy and safe work environment. Particular emphasis is placed on maximizing employee communication throughout the multi-campus system, enhancing the workplace climate, and implementing technology solutions to streamline and/or improve the delivery of services. Click here to access the HR web site for more details.

Parking Services: Faculty/Staff Parking
The vehicles of all employees and students of the university must display valid parking permits obtained through Parking Services while parked on campus. Click here to access the Parking Services web site for details.

Policy Register
The University Policy Register is a compilation of the official university, administrative and operational policies of Kent State University. The purpose of the online register, accessible here, is to serve the university community as a source of reliable information and as a foundation on which decisions can be made.

Travel Reimbursement
If you would like to request reimbursement for conference travel, please contact the English Department Senior Secretary, Jennifer Nikolin Meyer, at jnikolin@kent.edu or in Satterfield Hall room 113. In addition, many university community members travel for

purposes of advancing the university and its reputation. Click here to access additional details related to university travel information.

Technology Resources

Office Phone and Voicemail
Please refer to the information here to set up your office voicemail and using the phone.

Helpdesk
The information Services Helpdesk provides support via the web, by phone, and in-person. Click here to access details about Helpdesk services and support.

The Tech Spot: Technology Service & Repair
The Tech Spot is Kent State's on-site technology service center, available to help all students, faculty, and staff resolve issues with their personal computers and mobile devices. Click here to access details about these services.

Blackboard Learn
Blackboard Learn is Kent State University's online learning management system. Many helpful resources are available to faculty for using Learn. The following faculty training materials are available as PDFs here.

- Getting Started
- Assessment Tools
- Collaboration
- Communication Tools
- Grade Center
- Student Evaluation
- Managing Content
- Video Tutorials

Technical support for Learn is available here.

Kent E-mail
Click here to access support for Kent State e-mail.

Google Drive
Kent State has partnered with Google to supply instructors and students with various Google products, including Google Drive. Google Drive offers faculty and students a free and secure, web-based platform for producing, editing, and sharing documents, spreadsheets, and presentations. Google Drive is an excellent way to facilitate

collaborative writing and feedback in your writing course. Click here for more information.

Connecting to Library Resources Off-Campus
Resources licensed by the Libraries require that users authenticate themselves as valid University users. There are presently two authentication methods available: 1) the KSU Cisco VPN and 2) OhioLINK Authentication Service. Click here for details and instructions.

Multimodality Requirement & Resources
Please review the following Tier II learning outcome and course requirement:

Composing in Multimodal Documents
Like traditional written communication, multimodal texts and composing practices make meaning rhetorically, through conventions and for specific audiences, purposes, and contexts. By the end of the Tier II writing course, students should be able to
- Analyze and critique multimodal texts
- Employ multiple modes of representation rhetorically in their own composing

Tier II Requirement
To meet this learning outcome, Tier II classes include the following requirement:
- To develop any multimodal project in addition to, or in conjunction with, the 20 pages of graded writing and not as a replacement for one of the three graded papers.

Multimodality Resources
There are many resources available to Tier II instructors to help them meet the learning outcome and multimodal requirement, including:

Online Resources
- KSU Office of Digital Composition
- National Council of Teachers of English position statements
  - Multimodal Literacies
  - 21st Century Curriculum and Assessment Framework
- Rebecca Moore Howard Bibliographies offers bibliographic lists of resources on many different topics, including those related to multimodality and visual rhetoric.
- viz. An award-winning digital publication maintained by the Digital Writing and Research Lab at the University of Texas at Austin by members of the Visual Rhetoric Project Group.
- The Digital Writing & Research Lab from the University of Texas at Austin offers many lesson plans for multimodal and digital writing projects.
- Blogging Pedagogy (also from the DWRL at UT Austin) also offers many ideas.

- Stock.XCHNG offers free and fee-based stock images that can be downloaded as high-quality files and used in a variety of multimodal projects. Each image has a specific user license.

Print Resources

Handa, C. (2004). *Visual rhetoric in a digital world: A critical sourcebook.* Boston, MA: Bedford/St. Martins.

Selfe, C. L. (Ed.). (2007). *Multimodal composition: Resources for teachers.* Cresskill, NJ: Hampton Press.

Wysocki, A. F., Selfe, C. L., Sirc, G., & Johnson-Eilola, J. (2004). *Writing new media: Theory and applications for expanding the teaching of composition.* Logan, UT: Utah State University Press.

Student Multimedia Studio

Located on the 1st floor of the Kent State University Library, the Student Multimedia Studio provides currently enrolled KSU students with a wide range of multimedia equipment, software, and support. In addition, the SMS provides support for faculty in these ways:
- by providing technical assistance to your students working on digital presentation projects at SMS,
- by presenting demonstrations in your class specific to your presentation assignment,
- by creating project-specific web and print tutorials for your students,
- by reserving facilities and equipment for video projects, and
- by consulting with faculty concerning the most appropriate software to use for multimedia, web, or video presentations.

Click here to access details about the SMS.

The SMS provides tutorials for various software programs related to multimedia composing:
- Web page construction
- PowerPoint
- Video production
- Audio production
- Mac support
- Visit Safari Books Online for free access to books on technology and digital media, available online or in PDF format. Click here for instructions on how to connect from off-campus.

- [KSU Dropbox](#): Faculty can create a KSU Drop Box for their courses and have students upload multimedia projects, documents, videos, audio files, etc. to share not only with the instructor but with the rest of the class (if the instructor allows students to download files).
  - [Instructor Drop Box Guide](#)
  - [Student Drop Box Guide](#)

- [KSUTube](#): Students and faculty can upload videos to KSUTube to share or to link to from webpages. KSUTube videos can also be password-protected and "hidden" from search engines if desired.
  - [How to upload a video](#) (PDF)
  - [How to upload a video](#) (video)
  - [How to share a video](#) (video)

Writing Commons

The Writing Commons is dedicated to assisting Kent students with their writing assignments. Although many of the students who use the Writing Commons are enrolled in the College Writing sequence of courses, students from all departments throughout the university use the services of the Writing Commons. The tutors, called peer writing assistants, are undergraduate and graduate students of various majors. They have completed the composition sequence of courses as well as a tutor preparation course. Appointments are 45 minutes long; for students in Introduction to College Writing S and College Writing I S, two students are scheduled for each appointment.

Students are expected to bring a description of the assignment and a first draft with them. A session typically begins with an attempt by the assistant to clarify the assignment and discuss the draft that a student has brought to the session. Often, a second session is scheduled to review the draft that a student writes after the first session. Typically, a discussion of sentence structure and correcting errors concludes the discussion of a paper.

Upon request, a written description of the session(s) is sent to the instructor.

As is the policy in most university writing tutorial facilities, papers cannot be dropped off for feedback, editing, or proofreading. Assistants do not discuss grades or "do the writing" for the student.

Instructors who would like to schedule a classroom visit by an assistant are invited to request a presentation early in the semester. An assistant will come to the classroom for a few minutes and distribute pamphlets as well as briefly introduce the services of the Writing Commons.

For further information, instructors are encouraged to call (330) 672-1787 (Writing

Commons) or (330) 672-1788 (Writing Commons Director). For details, click [here](#) to access the Writing Commons' web site.

Academic Success Center

In addition to the assistance provided by the Kent State University Writing Commons, the Academic Success Center offers tutoring for students who want to improve their writing abilities by meeting regularly with the same writing tutor. The reading/writing specialist coordinates a team of tutors who meet weekly with students. To access this service, students should schedule an initial interview in 207 Michael Schwartz Center between the hours of 9 a.m. and 5 p.m. Monday through Friday. The Academic Success Center phone number is (330) 672-3190. For details, click [here](#) to access the Academic Success Center's web site.

Library Support for College Writing

Information literacy education is a shared objective of the College Writing Program and University Libraries. In a collaborative effort to meet this objective, University Libraries has worked with the College Writing Program to develop an instructional program, which includes:

- [Program recommendations by course](#)
- [Library Skill Modules & Quizzes](#)
- [Schedule a Session with a Librarian](#)
- [Link to the Guide for College Writing](#)
- [Frequently Asked Questions](#)

For additional information, please contact Tammy Voelker (tvoelker@kent.edu) or Ken Burhanna (kburhann@kent.edu).

Course Reserves

Reserve Services at University Libraries provides KSU faculty, students, and staff access to required and supplemental course readings and other materials while complying with copyright laws. For more information, please contact Karen Ronga, Reserve Services Manager, at kronga@kent.edu.

Find Reserve Materials
- Search and access [Electronic Reserve (ERes)](#) materials
- Search print reserve materials on [KentLINK](#)
- By [instructor](#)
- By [course name or number](#)

Reserve Options for Faculty
- [Electronic Reserve](#)

- [Print Reserve](#)

Additional Reserve Information
- [Reserve Forms](#)
- [Library Reserve Policy and Copyright Information](#)
- [Linking to Electronic Reserves from Blackboard Learn](#)

Copyright Essentials

Copyright is federal law (Title 17, United States Code) that provides protection to creative and intellectual works by giving the copyright holder certain exclusive rights for a limited period of time. Full text of the copyright law can be found at the U.S. Copyright Office [web site](#).

University Libraries has developed a [Copyright Resources](#) web site to help instructors and students understand copyright law and fair use. The following resources are available:
- [Essential Copyright Web Sites](#)
- [Permissions Toolkit](#)
- [Essential Tools](#)
- [Tutorials](#)
- [Blogs](#)

For additional information on copyright law and your writing courses, please contact Cindy Kristof, Head, Access Services, and Associate Professor at ckristof@kent.edu.

Calendars

Writing Program Calendar
- pre-semester workshop: Monday, August 19, 2013
- deadlines for syllabi submission: Friday, September 6, 2013
- English Awards Ceremony: TBA
- Writing Portfolio Reception: TBA

University Calendars
The following calendars are available [here](#) at the Registrar's web site.
- Registrar Important Dates and Events by Term
- Priority Preregistration Entry Schedules by Term
- Final Exam Schedules by Term
- Faculty Midterm and Final Grades Submission Deadlines by Term
- Grades and Transcript Processing Dates
- Official University Calendar