Using the Handbook

To make finding information in the revised Instructor Handbook a bit easier, the following explains important revisions, its layout, and ways to search it.

Additions to the 2011-2012 Handbook: This year’s Instructor Handbook is significantly longer than in previous years because it includes clarification of certain policies and protocol many instructors felt were unclear or lacking in the Handbook’s previous versions. The following items have significantly elaborated or added to this year’s version:

- Distinguishing between Courses
- Syllabus Requirements
- Dropping/Withdrawing Students
- Cancelling Class
- Promoting and Participating in the Celebration of Student Writing and Write On! Workshops
- Handling Intentional and Unintentional Plagiarism Cases
- Sharing Student Texts in the Classroom and Beyond
- Working with Student Athletes
- Objectives of the Portfolio
- Promoting, Distributing, and Using Student Evaluations of Teaching

Handbook’s Organization: Along with containing significant revisions, the Handbook also presents a revised organizational strategy. Its content is organized to align with a long semester’s chronology of teaching events. It begins with foundational information (course descriptions and outcomes) and then introduces material pertinent to each stage of the semester. The major sections are as follows: Preparing for the First Day, Teaching in Core Writing, and Wrapping up the Semester. The concluding section lists contact information for Core Writing faculty, mentors, and staff and links to additional teaching and reference materials.

Locating Specific Items: If you are unsure where the information you seek might be located within the sequence of a semester’s teaching tasks, or simply need to quickly locate Core Writing’s protocol for something (handling a plagiarism case, cancelling class, working with student athletes), or find contact information, the Table of Contents below lists the Handbook’s topics and subtopics. Simply clicking on the page number corresponding to the needed information will take you directly to that page. In addition, in sections where the Handbook makes reference to other sections or external resources, you will find links to those corresponding sections and/or external e-mail or web links.

Finding and Copying Required Syllabus Material: Page 12 provides a checklist of items instructors must include in their syllabi. To prevent you from having to type boilerplate items such as our plagiarism policy, attendance policy, Americans With Disabilities Act, and the Respectful Campus policy, and to keep language consistent, they are included in the Handbook but also published along with a checklist in MS Word format in a single document, allowing you to easily find, copy and paste them directly into your syllabus. Following this link will take you to the Wiki page containing this document and other Core Writing sample syllabi.
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Course Descriptions: What We Teach

The Core Writing program includes the four courses that count toward UNM’s Core Curriculum Writing & Speaking requirement.

First-Year Writing: English 101 and 102

English 101: Introduction to College Writing
English 101 introduces students to many kinds of writing used in academic and professional situations. Students learn to analyze and address the different purposes and audiences they’ll encounter in their work at UNM and in their subsequent careers.

English 101 students should gather information through observations, interviews, surveys, and directed readings, and should prepare for English 102 by conducting basic web searches and some directed library and database research. However, English 101 students should not conduct extensive independent research through the library and its databases or practice rigorous argumentative analyses or formal arguments, as they do in English 102.

English 102: Analysis and Argument
English 102 students learn to analyze other writers’ arguments, conduct their own research in the library and its databases, and create their own arguments. Students learn the major strategies writers use to analyze a text or situation and make a convincing argument about it.

Unlike 101, English 102 must include a library research component, wherein each class attends a library research orientation, and students are introduced to conducting independent research in the library and its databases throughout the semester, beginning with directed research and culminating in at least one research-intensive major writing assignment.

English 102 should not focus intensively on aspects of workplace writing such as co-authorship, design elements, workplace ethics and the ethics of writing for multicultural audiences, as does English 219. English 102 focuses more on the structure of students’ arguments and less on the originality of the claims, insights, and analyses therein, as does English 220.

First-Year Writing Prerequisites and Enrollment
Students are placed on the basis of their ACT or SAT scores; the registration system blocks students from registering for a course for which they are not qualified.

Because these tests indirectly measure writing skills, they are often inaccurate indications of writing ability. However, students who have the requisite entrance exam scores or who have passed the prerequisite course(s) are entitled to remain in the course for which they have enrolled.

Please discuss any concerns you may have with your course coordinator or the director before you say anything to a student about the appropriateness of his or her placement.
**Textbook**
All sections of English 101 and 102 use Johnson-Sheehan and Paine’s *Writing Today for the University of New Mexico* (Pearson, 2010). The textbook includes abbreviated versions of the MLA and APA style guides, and instructors can refer students to online sources such as the Purdue OWL for additional documentation help: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/). Because we try to be sensitive to students’ textbook budgets, we use the same textbook for English 101 and 102. Remind students not to sell it back after completing English 101.

**Chapters**
To ensure that each course is distinct from the other, and that students gain experience in a range of writing tasks (English 101) and in research and argument (English 102), instructors should choose from the chapters listed under the appropriate course category below. The “Writing as Rhetoric,” “Rhetorical Strategies,” and most of the “Research Chapters” can be addressed in both courses as appropriate. Note: Instructors are not required to cover all of the chapters listed in the respective course category.

<table>
<thead>
<tr>
<th><strong>English 101</strong></th>
<th><strong>English 102</strong></th>
</tr>
</thead>
<tbody>
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<td><strong>Writing as Rhetoric Chapters</strong></td>
<td><strong>Rhetorical Strategies Chapters</strong></td>
</tr>
<tr>
<td>Chapter 1: Writing and Genres</td>
<td>Chapter 19: Drafting Introductions and Conclusions</td>
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<td>Chapter 2: Topic, Angle, Purpose</td>
<td>Chapter 20: Developing Paragraphs and Sections</td>
</tr>
<tr>
<td>Supplemental Section: Reading Rhetorically (in the back of the book on page S-1)</td>
<td></td>
</tr>
<tr>
<td><strong>The Writing Process Chapters</strong></td>
<td><strong>Research Chapters for 101</strong></td>
</tr>
<tr>
<td>Chapter 14: Inventing Ideas and Prewriting</td>
<td>Chapter 25: Section on Using Empirical Sources</td>
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<td>Chapter 15: Organizing and Drafting</td>
<td>Chapter 26: Sections on Quoting, Paraphrasing, and Summarizing</td>
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<td>Chapter 16: Choosing a Style</td>
<td>Chapter 29: Using the Internet</td>
</tr>
<tr>
<td>Chapter 17: Designing</td>
<td></td>
</tr>
<tr>
<td>Chapter 18: Revising and Editing</td>
<td></td>
</tr>
<tr>
<td><strong>Research Chapters for 101</strong></td>
<td><strong>Research Chapters for 102</strong></td>
</tr>
<tr>
<td>Chapter 24: Starting Research</td>
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</tr>
<tr>
<td>Chapter 26: Quoting, Paraphrasing, Summarizing, and Citing Sources</td>
<td>Chapter 26: Quoting, Paraphrasing, Summarizing, and Citing Sources</td>
</tr>
<tr>
<td>Chapters 27 &amp; 28: Using MLA &amp; APA styles</td>
<td></td>
</tr>
<tr>
<td>Chapter 29: Using the Internet</td>
<td></td>
</tr>
<tr>
<td><strong>Genre Chapters for 101</strong></td>
<td><strong>Genre Chapters for 102</strong></td>
</tr>
<tr>
<td>Chapter 4: Memoirs</td>
<td>Chapter 6: Reviews based on library research</td>
</tr>
<tr>
<td>Chapter 5: Profiles</td>
<td>Chapter 7: Evaluations based on library research</td>
</tr>
<tr>
<td>Chapter 6: Reviews based on observations/experience</td>
<td>Chapter 8: Literary Analyses</td>
</tr>
<tr>
<td>Chapter 7: Evaluations based on observations</td>
<td>Chapter 10: Commentaries</td>
</tr>
<tr>
<td>Chapter 9: Rhetorical Analyses</td>
<td>Chapter 11: Position Papers</td>
</tr>
<tr>
<td>Chapter 13: Reports that include primary research: observations, surveys, and/or interviews</td>
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</tr>
<tr>
<td></td>
<td>Chapter 13: Reports that include library and/or primary research</td>
</tr>
<tr>
<td></td>
<td>Chapter 22: Using Argumentative Strategies</td>
</tr>
</tbody>
</table>
English 101 and 102 Course Outcomes
Both English 101 and 102 develop students’ skills in finding and evaluating information, in planning effective writing, and in communicating and presenting information successfully.

Both courses require students to achieve the English 101 outcomes; English 102 adds to and expands on these outcomes.

<table>
<thead>
<tr>
<th>English 101</th>
<th>English 102</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyze a Rhetorical Situation</strong></td>
<td>Find and Evaluate Information</td>
</tr>
<tr>
<td>Given a subject and a context, students will analyze the rhetorical situation, identifying a purpose and point of view from which to address the subject.</td>
<td>Students will gather information and ideas about their subject by reading argumentative texts and conducting research in the library and on the internet.</td>
</tr>
<tr>
<td><strong>Find and Evaluate Information</strong></td>
<td>Find and Evaluate Information</td>
</tr>
<tr>
<td>Students will find information about their subject by observing, interviewing and/or surveying people and through directed reading. They will assess the validity and bias of the information and its relevance to the rhetorical problem.</td>
<td>Students will evaluate the argument strategies of their sources and judge the relevance and usefulness of each text in addressing the rhetorical problem.</td>
</tr>
<tr>
<td><strong>Compose Documents</strong></td>
<td>Compose Documents</td>
</tr>
<tr>
<td>Students will consider audience, genre, purpose and context in order to plan and write a document that appropriately addresses the rhetorical problem.</td>
<td>Students will use the principles of argument as well as the texts they research to formulate and support a claim about their rhetorical problem. Students will reflect on and question the validity of their claims in regards to alternative points of view.</td>
</tr>
<tr>
<td>Students will reflect upon their writing with instructors and peers in order to revise and strengthen it.</td>
<td><strong>Present Documents</strong></td>
</tr>
<tr>
<td>Students will produce documents that adhere to genre conventions.</td>
<td>Students will incorporate source material effectively.</td>
</tr>
<tr>
<td>Students will revise their writing to improve clarity, organization, support and style.</td>
<td>Students will cite sources in accordance with a system appropriate to the argument’s purpose.</td>
</tr>
<tr>
<td>Students will edit their writing to achieve appropriate diction, grammar and mechanics.</td>
<td><strong>Reflection</strong></td>
</tr>
<tr>
<td>In reflecting on major writing assignments and in the portfolio, students will be able to explain course outcomes and how they have achieved them.</td>
<td></td>
</tr>
</tbody>
</table>

English 101 and 102 Portfolios
At the end of the semester, English 101 and 102 students must submit a final portfolio including revised versions of at least two major assignments written over the course of the semester, along with one reflective cover memo illustrating their understanding of course outcomes in terms of
their critical awareness of the process through which they worked to achieve them, with special consideration of how they might apply this knowledge in other situations.

For more information on the portfolio, go to The Portfolio in First-Year Writing in the Handbook.

**Second-Year Writing: English 219 and 220**

**English 219: Technical and Professional Writing**

English 219 focuses on how to write and design documents found in the workplace. Students create documents that are based on the needs of their readers by considering the type of research to conduct as well as the appropriate structure, writing style, and page layout to use. Assignments include creating professional resumes, letters, memos, procedures, manuals, presentations, proposals, and analytical reports.

Although students may create similar assignments in English 101 and 102, English 219 assignments focus on the following:

- Composing documents for workplace situations that relate to students’ professional interests, with an emphasis on elements of design;
- Ethical considerations in the workplace;
- Writing for multi-cultural audiences;
- Working with a team of writers; and
- Using technology.

For example, students will write analytical reports on topics related to their respective fields of interest that emphasize specific criteria and methodologies that provide specific results, analysis, and recommendations. The purpose of the analytical report as taught in English 219 is to provide readers with information that allows them to take action.

Likewise, students will write proposals that are based on the guidelines provided in a professional request for proposal, issued by a business, agency, or foundation. In this way, students learn how to meet specific constraints necessary for a professional proposal.

**English 219 Course Outcomes**

**Analyze Rhetorical Situation**

Students will analyze the subject, purpose, audience, and constraints that influence and determine what kind of document (genre) they will write.

**Find and Evaluate Information**

Based on their rhetorical analysis, students will gather information from professional, academic, and government sources; they will evaluate the information they find for quality and validity.

**Compose Documents**

Students will develop strategies for generating content and organizing it into a logical structure that is appropriate for their intended users; they will consider ethical influences for the documents they compose; they will work effectively with others to create documents.
Present Documents
Students will edit and revise their writing to provide unambiguous meaning and coherent structure; they will incorporate visual elements to improve understanding; they will create an overall design that enhances readability and shows professionalism.

The Portfolio in English 219
At the end of the semester, students revise one of their major research assignments and submit it along with a reflective cover memo that describes how they accomplished the course objectives.

Each Fall semester 219 instructors submit a designated portfolio from each of their 219 sections to Core Writing Program Coordinator Dylan Gauntt, who will contact instructors during the semester about portfolio collection protocol.

For more information on English 219, contact 219 Course Coordinator Valerie Thomas.

English 220: Expository Writing
English 220 is an intermediate writing course designed for students who have passed 101 and 102, and who wish to improve their writing skills to meet the demands of academic and professional writing in diverse disciplines. Course readings and assignments should provide students with opportunities to study and practice various rhetorical forms and teach students the rhetorical foundations necessary for adapting writing to any situation.

Students in English 220 will continue to develop the research and writing skills that they began to practice in 101/102, with an emphasis on the development and expression of independent thought and analysis. They will engage in a semester long project of inquiry within a field or subject as chosen by the individual instructor. Students will approach this subject through reading, writing, and other forms of study, learn how to develop an effective plan for researching, and explore the rhetorical strategies necessary for writing to an audience associated with that field or subject. Students may write in a variety of genres, including essays, articles, analyses, narratives, reports, and presentations. Students will also learn effective document design, paragraph structure, and genre conventions to create rhetorically complete documents.

English 220 Course Outcomes

Analyze Rhetorical Situation
Students will analyze the subject, purpose, audience, and constraints that influence and determine what kind of document (genre) they will write.

Find and Evaluate Information
Students will develop research strategies for their rhetorical situation, and then gather information from primary and secondary sources; they will evaluate the sources for quality, validity, and appropriateness for the rhetorical situation.

Compose Documents
Students will develop strategies for generating content, organizing it into a logical structure, and otherwise shaping it to address the needs of their audience within particular disciplines.
**Present Documents**
Students will edit and revise their writing to provide clear meaning and coherent structure; they will use effective document and paragraph structure, documentation and genre conventions, and document design to create a rhetorically complete presentation.

**Reflection**
In reflecting on major writing assignments, students will be able to explain course outcomes and how they have achieved them.

**The Portfolio in English 220**
To demonstrate that they’ve achieved the course outcomes, each English 220 student will submit a revised version of one of the primary assignments from the semester, along with a reflective cover memo that explains the student’s understanding of the outcomes and presents evidence that he or she has achieved them.

Each Spring 220 instructors submit a designated portfolio from each of their 220 sections to [Core Writing Program Coordinator Dylan Gauntt](mailto:dylan.gauntt@unm.edu), who will contact instructors during the semester about portfolio collection protocol.

For more information on English 220, contact [220 Course Coordinator Kyle Fiore](mailto:kyle.fiore@unm.edu).

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**Preparing for the First Day**
This section contains information and links that will help you to arrive prepared to orientation and your first day of class.

**Online Training**
All Core Writing instructors must complete and submit the online University-Wide Required Trainings by the morning of the first day of orientation, Monday, August 15, 2011.

You can find these modules at [https://learningcentral.health.unm.edu/plateau/user/login.jsp](https://learningcentral.health.unm.edu/plateau/user/login.jsp). Log in using your Net ID and password. After completing each module, you’ll find an option to print the completion certificate under “Learning History” in the “Learning” dropdown menu.

Email copies of your certificates of completion in a single email to [Dylan Gauntt, Core Writing Program Coordinator](mailto:dylan.gauntt@unm.edu), at [werewulf@unm.edu](mailto:werewulf@unm.edu), using the following filename system: [OnlineTrainingModule2011_Smith_Jane.pdf](mailto:OnlineTrainingModule2011_Smith_Jane.pdf).

Training modules include the following:
- Preventing Sexual Harassment 2011
- Basic Annual Safety Training 2011
- Ethics: A Framework for Ethical Decision Making 2011
- Securing Private Data – EXAM (for new instructors only)
Orientation
Instructor contracts become effective on the Monday of the week before classes begin, and the Core Writing Program conducts mandatory Orientation meetings during that week in both fall and spring semesters. All members of the program’s teaching staff are expected to attend the Orientation meetings relevant to their teaching assignments. Any requests to be excused from any part of Orientation should be directed to Associate Chair of Core Writing Chuck Paine. In the case of English Department teaching assistants, Chuck will consult with the Associate Chair of Graduate Studies, Anita Obermeier, when considering requests for exemption. Beginning in Spring 2012, teachers who miss orientation without an exemption will have a week’s portion of their pay docked (1/17 of their total TA salary).

Fall 2011 Orientation
- New TAs/PTIs: August 15-19
- Returning TAs/PTIs: August 15 & 16

Spring 2012 Orientation
- TBA in November: Usually Thursday, January 12

Department Directory Form
In order to compile the department directory used to contact instructors, the English Department staff will ask you during the first week of classes to complete a form with the following:
- Contact information;
- Class hours;
- Office hours.
You must complete this form as requested, and within the stated deadline.

Office Hours
All instructors are assigned a shared office space in the Humanities building. Each instructor is required to be available, in his or her office, to students during at least three hours each week.

Office Keys
During orientation, instructors will receive an office key card and will be shown where to exchange that card for their key. Each instructor must return their key to the University Lock Shop upon graduation or ending their employment in the English Department. If you lose it or fail to return it, you must pay a $10.00 fee to have it replaced.

Recording Class/Office Hours
Instructors must record their office hours as follows:
- On your department directory form;
- On or beside your office door;
- In your syllabus.
WebCT

All Core Writing classes must be “web-enhanced.” This means that each class should have a corresponding website through UNM’s WebCT Vista course management system.

WebCT Training

New instructors will be trained to use WebCT, and all instructors will be able to work from a template to design their pages. The course coordinators and the mentors can help instructors with their online work throughout the year.

For technical support, contact webct@unm.edu or 277-7490. You can also contact Erin Duddy at eduddy@unm.edu.

Required Course Materials on WebCT

To save paper, reduce strain on department copiers, and ensure student access to course materials, all instructors must post the following to WebCT:

- Course syllabi;
- Course calendars; and
- Major assignment prompts and rubrics.

Recommended Uses

Using WebCT for the following tasks can help enhance your class and make your job as an instructor easier:

- Distributing assigned readings;
- Collecting assignment submissions;
- Assigning groups;
- Collaborating on group projects;
- Class/group discussion forums;
- Teacher/student chat & email correspondence.

Syllabus

In outlining departmental and class policies, the syllabus functions as a legally binding contract between instructor and student. All Core Writing instructors must include the following list of items in their syllabi.

Required Information

Please include all items from the checklist below in your syllabus:

- Course name, number, section and classroom location
- Instructor name, email address, office location and hours
- Course description
- Course outcomes including reference to p. UNM-6 in Writing Today
- Required textbook and materials
- Web-enhanced course statement explaining how WebCT will be used in the course
To find on the Core Writing Wiki an MS Word version of the above checklist and corresponding syllabus boilerplate items, as well as sample syllabi for each Core Writing Course, click here. If you have questions about writing your syllabus, contact your course coordinator.

**Filing an Official Copy**
A copy of the syllabus for each course you teach should be on file with the Core Writing Program no later than the end of the first week of classes. Submit a pdf copy via email to Dylan Gauntt, Core Writing Program Coordinator, at werewulf@unm.edu, using the following filename system: Engl101.001_Smith_Jane.pdf.

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### Teaching in Core Writing

This section includes all of the policies and procedures you’ll need to know as you make your way through the semester.

**Adding and Dropping Students**

**Adding Students**
The "drop/add" season continues through the first two weeks of the semester, so you must accept students who arrive late so long as they are properly registered; check your class list online before each class meeting during this time.

While you're obligated to accept late-arriving students, you can require them promptly to make up any work they've missed, and you should let them know that the classes they've missed count as absences.
Enrollment in Core Writing courses is strictly limited and is controlled by the English Department office; thus, teaching assistants and part-time instructors are not authorized to override these enrollment limits.

Students seeking to join your class should be advised to enroll in an open section through the Banner registration system. Do not permit students to “sit in” with the hope that someone else will drop. That is unfair to students, who will expect that you’ll sign them in eventually if they sit in the class long enough.

**Dropping Students**

Instructors are encouraged to balance adherence to the English Department’s attendance policy with an active concern for promoting student success.

Before dropping a student from the course, and preferably before he/she exceeds the maximum number of allowed absences, communicate with the student through e-mail or in person (preferably in person) to find out if her or she has extenuating circumstances (as noted in the Attendance Policy section) that have prevented him/her from attending class, but consider documenting that exchange via email as well. In the case of student athletes, contact Henry Villegas: hvillega@unm.edu (See Working with Student Athletes section for more information).

In determining the appropriate course of action for dropping a student from the course, both instructor and student should consider the following:

- **Instructors can drop students at any point** in the semester up to the Friday before finals week by initiating a drop in “View Summary Class List” under the “Faculty Life” tab on MyUNM.

- **After the twelfth week** of a sixteen-week course, a student can only be dropped by the instructor or by petitioning the Dean of Students.

- Students dropped **before the third week** of a sixteen-week semester receive no grade or credit for the course but may have better chances of enrolling in another, shorter course than those students dropped later in the semester.

- **After the third week**, dropped students will receive one of the following grades:
  - **W**: If no drop is initiated on the part of the student, instructor, or Dean of Students, when entering grades at the end of the semester the instructor can choose between assigning a letter grade of A+ to F or a W. W does not affect a student’s GPA but might affect his/her enrollment/financial aid/award status, as that student will not receive credit hours for the course.
  - **WP**: If the instructor, student, or Dean of Students initiates a drop, the instructor will assign that student a WP or WF based on his/her performance in the course (C or above) up to the time of the drop. In this case, WP is equivalent to the W above.
  - **WF**: A student receives a failing grade for the course, thereby negatively affecting his/her GPA, and will receive no credit hours for the course, possibly affecting his/her enrollment/financial aid/award status. In this case, a WF is equivalent to an F.
Depending on the student’s enrollment/financial aid/award/grade status, **withdrawal might be better or worse than receiving a low letter grade**, and vice versa.

In Core Writing, **only grades of C and above are passing**, meaning any grade from C- to D- requires a student to repeat the course, but that student will still receive credit hours and a grade on his/her transcript, whereas students will receive no credit hours for an F.

**Drop Policy**

Instructors are encouraged to use their own best judgment in determining an outcome that is both equitable and student-centered, but should **always include the following policy in their syllabi**:

> Dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status. Always talk to your instructor before it’s too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen-week semester will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for violating attendance policy.
- If you, your instructor, or the Dean of Students initiates a drop after the end of the third week in a sixteen-week semester, you will receive either a WP or WF based on whether or not you are passing the course (C or above) at the time of the drop; although neither a WP nor WF earns you credit hours for the course, both appear on your transcript, and a WF also affects your GPA as would an F.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W, which is equivalent to the WP above.
- In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C as opposed to a WP or WF, and vice versa. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA. See above for descriptions of WP and WF.

**Americans with Disabilities Act**

Syllabi must include a statement regarding equal access to instruction. Suggested language follows:

**Equal Access**: If you have a qualified disability that requires some form of accommodation to ensure your equal access to learning in this class, please see me as soon as possible so that we can work together to address your needs.

A qualified disability is one that has been diagnosed and documented through UNM’s Accessibility Resource Center. See [http://as2.unm.edu/](http://as2.unm.edu/) for more information, or speak with [Chuck Paine](http://as2.unm.edu/) or a course coordinator for help.
If you have a student with a qualified disability, you will receive an official letter from the Accessibility Resource Center noting the type(s) of accommodations you are required to allow the student. If the student is also an athlete, consider the advice outlined in the Working with Student Athletes section.

**Assignment Submission and Late Work**

To avoid confusion on the part of students and minimize the potential for frivolous complaints, instructors should decide on their policies for assignment submission (WebCT vs hard copy, file format, layout, etc.) and the acceptance of late work (deadlines, point deductions, etc.) at the beginning of the semester and state them clearly in their syllabi.

**Attendance and Tardiness**

**Attendance**

Because missing significant class time impedes students’ ability to produce acceptable work, the program requires you to incorporate the following attendance policy into your syllabus:

Because students who miss two weeks—or one-eighth of a sixteen-week semester—of class time generally have missed too much work to make up, you may be dropped from the course if your absences total [six for a class that meets 3 times a week] [four for a class that meets twice a week] [two for a class that meets once a week].

Several caveats attend a policy of this kind:

- The English Department does not differentiate between excused and unexcused absences.
- Absences for medical reasons may affect this policy if those reasons are documented through the Office of the Dean of Students.
- Special circumstances may apply for students enlisted in the military or called for jury duty.
- Provide reasonable opportunities for all students to make up missed work.
- Keep precise and clear attendance records.
- Speak to (and probably e-mail) a student whose absences are putting him or her in jeopardy of failing or being dropped from the course.
- All students will miss class occasionally and will need your help keeping up with coursework and remaining motivated.
- Use your own best judgment, and apply the policy equitably to all students.

**Tardiness**

Instructors should also include in their syllabi an explanation of how they determine tardiness and how it counts against attendance. Examples:

- Three tardies equal one absence.
- Ten minutes or more late to a 50-minute class counts as one absence.

**Cancelling Class**

In the event of illness or other unplanned absence, instructors should always do the following:
• **Email Your Class:** let your students know of the cancellation and any homework or WebCT assignments they may need to do in order to be prepared for the next class meeting.

• **If During Regular Office Hours:** Phone the department at 277-6347 as soon as possible. If you call during regular office hours, 8-5 Monday-Friday, a workstudy or staff member will record the cancellation and post an absence notice on your classroom door.

• **If Before 8am:** If your class is before 8am, Monday-Thursday, please contact Dee Dee Lopez at 277-6349.

• **If Teaching an Evening Course:** If you teach an evening course, you must contact the department at 277-6347 before it closes at 5pm so that a workstudy or staff member can post an official department class cancellation notice.

**Please Note:** Only an official department absence notice should be used for this purpose; an informal note posted by your officemate is not an official absence notice.

**Missing Class for Extended Periods**

If you know in advance that you’ll have to miss one or more class meetings, please consult with the appropriate course coordinator about whether it’s advisable to seek a substitute and how best to do that.

If you know you will be out for an extended period of time as a result of illness, surgery, or other emergency, contact the Associate Chair of Core Writing Chuck Paine as soon as possible so that he can make arrangements for someone to cover your class(es).

**CAPS Writing and Language Center**

The CAPS Writing and Language Center is an excellent resource for all students in Core Writing classes. Try not to treat CAPS as a remediation tool by making it a course requirement or by recommending it only to struggling students. To encourage all students to frequently and effectively access CAPS services, reference it continually throughout the semester, and include the following information in your syllabus:

Located on the 3rd floor of Zimmerman Library, the **Writing and Language Center** at UNM’s **Center for Academic Program Support (CAPS)** offers a number of services to students free of charge:

- **Individual appointments**;
- **Virtual tutoring lab**;
- **Drop-in writing labs** in various locations across campus;
- **Writing and language workshops**;
- **English as a Second Language (ESL) Tutoring**.

CAPS tutors can assist you at all stages of the writing process, from understanding assignment guidelines to improving your grammar. But before visiting the Writing and Language Center, remember the following:

- Don’t wait until the last minute to bring your paper to CAPS and expect someone to “fix it”; CAPS tutors work with you, not for you;
• Individual appointments must be made in advance, so use your course and sequence calendars to predict when you might want to meet with a CAPS tutor;
• You must first register in person at the CAPS office before you can make appointments online;
• It may take up to 48 hours to receive feedback through the Virtual Tutoring Lab.

For more information, visit CAPS online at http://caps.unm.edu/ or call 277-7205.

CAPS Classroom Visits
At the beginning of each semester, CAPS will ask instructors via e-mail if they are interested in a CAPS tutor visiting their class(es). These visits provide an opportunity for students to hear about CAPS services from a CAPS tutor.

Celebration of Student Writing
The Celebration of Student Writing showcases first-year student writing through multimedia art installations. Last year, over 700 first-year writing students participated. This year, we’re also including the work of students in Freshman Learning Communities. New Core Writing TA participation is mandatory.

The Celebration of Student Writing provides a much-needed opportunity for students and instructors to show the rest of the campus how students are being prepared for their academic, professional, and civic discourse communities through writing. Highlighting the accomplishments of the university’s newest students not only builds community, agency, and voice within the classroom and UNM community but celebrates our diverse literacy practices. The Celebration of Student Writing creates an optimal opportunity to encourage student success, one that challenges students to think beyond their classrooms, about how their time spent at the university will be pertinent to the rest of their lives—as students, professionals, and citizens.

The 3rd Annual Celebration of Student Writing (October 31, 2011) will be held in partnership with the Dean of Students office, which will be hosting a week of events specifically for freshmen.

Participating instructors are encouraged to include the CSW in their syllabi course calendars, along with a brief description of the event and its importance in terms of student participation and grades.

For more information, visit the CSW Website, or contact TA Mentor Christine Beagle.

Conferences
Instructors in 101 and 102 should plan to confer with students about their work, one-on-one or in small groups, two or three times each semester. You may cancel from four to six class meetings for this purpose, but do so judiciously, as cancelled classes cost something in momentum and class cohesion.
Be sure all students in your class know when and where conferences will be held. If you plan to meet somewhere other than your office, choose a location that is both appropriate and equally accessible by all students. Always notify your students via e-mail, WebCT and/or by posting a notice on your classroom and office doors—not just verbally in class—when you're meeting students elsewhere.

Conferences are not generally useful as post-mortems on graded work but are most productive when students arrive prepared to focus on specific concerns about a work in progress. Include a statement in your syllabus explaining the importance of conferences, how they factor into your attendance policy, and the point value (if any) assigned to them.

Also keep in mind that the Write On! Workshops at the end of each semester offer an excellent opportunity for conferencing with students.

**Course and Sequence Calendars**

Instructors are not expected to plan their entire semester out in advance of the first day, and it is likely to be more overwhelming than helpful to give students a detailed a calendar along with their syllabi.

Instead, offer students one detailed sequence calendar at a time. Likewise, all syllabi should include a general course calendar noting approximate due dates for major assignments, special events like the Celebration of Student Writing and the Write On! Workshop, the last day to drop without the permission of the instructor or Dean of Students, and the final portfolio due date.

See the Registrar’s Academic Calendar for help with important dates and deadlines.

**Calendar Amendments**

If you alter writing sequence activities and/or due dates, clearly communicate this to students not only verbally but in writing, via email or as an announcement on WebCT. Distribute the updated calendar in class or by posting it on WebCT.

**Grades**

**Course Grading Policy**

While the program establishes overall standards of performance for the end of each course, individual instructors have different ways of organizing the semester and giving credit for class participation, informal writing, and other work. Your syllabus should outline your grading policy by including the following:

- The points system (category values/weights) you will use to establish your students’ course grades.
  - Make your system simple and clear, with the dual aim of rewarding students for what they do well while avoiding hairsplitting decisions.
  - Written work should be weighted commensurate with its significance and the effort it requires.
If you grant credit for class participation, it cannot be merely a reward for attendance or a general impression of classroom activity, but must be determined by specific acts or accomplishments outlined in your grading policy.

- Notice that a final grade of C- does not qualify as passing for the purpose of satisfying the Core Curriculum writing requirement.
- In 101/102 the final portfolio must be worth at least 35% of the total course grade.
- Notice that student who earns a C- or less on the final portfolio cannot pass 101/102.

Grade Disputes and Appeals
If students have questions about their grades or are not satisfied with their progress, please speak with your course coordinator for advice and assistance. Feel free to include your student in these conversations when appropriate as most problems can be resolved informally.

Observers
Instructors should request another English department instructor at the meeting for accountability and oversight, but you must notify the student in advance. You are not violating FERPA by having another instructor present because s/he has already completed FERPA training through the "Securing Private Data" UNM requirement.

Students are allowed to bring another person with them to all discussions if they wish. At UNM, these other persons are often the students’ parents, who are (per FERPA rules) not automatically allowed access to students’ records. Students must explicitly allow their parents access.

Although the act of bringing another person with them signifies they are willing to have their personal academic information discussed and disclosed, it is best to remind both student and parent that it is the student who must grant this permission.

Student Information Release Form
For any event wherein a student wishes to grant another individual access to his/her records—as in the case mentioned above—the University of New Mexico provides a Student Information Release Proxy form wherein the student can specify exactly who has permission to access what records.

During the Semester
If a student wishes to lodge a formal complaint about a grade or some other aspect of the course, and you have not been able to resolve the problem informally, please direct him or her to Dr. Chuck Paine, Associate Chair of Core Writing.

After Posting Grades
Students who wish to contest their final grades may appeal by writing a letter to Chuck Paine outlining the grounds of the appeal and sending that letter, along with the graded portfolio, to him in care of the English Department.

In resolving an issue or complaint, the Core Writing Director first discusses the issue with the instructor. So it is imperative that each instructor leaves contact information between semesters.
that will enable the Department to communicate with you promptly, and that you respond to such communication if at all possible.

Grade Scale
All syllabi should outline letter grade values in terms of points or percentages. Letter grade value ranges are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>84-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>74-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>64.66-66.9%</td>
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<tr>
<td>D-</td>
<td>60-63.9%</td>
</tr>
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<td>F</td>
<td>0-59.9%</td>
</tr>
</tbody>
</table>

For information:
- on grades W, WP and WF, see the [Dropping Students](#) section of the Handbook;
- on failing portfolios, see the [Failing Portfolios](#) section of the Handbook;
- on entering grades at the end of the semester, see the [Submitting Records](#) section of the Handbook.

Plagiarism
The Core Writing plagiarism policy and process for handling plagiarism cases is derived from UNM’s policy on Academic Dishonesty, available at [http://pathfinder.unm.edu/policies.htm#studentcode](http://pathfinder.unm.edu/policies.htm#studentcode). UNM defines academic dishonesty as: “dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others . . .” “Plagiarism” is a type of academic dishonesty. It occurs when writers intentionally, and sometimes unintentionally, use another person’s language, ideas, or materials and present them as their own without acknowledging the source.

Types of Plagiarism
Plagiarism can include any of the following:
- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

Plagiarism Procedures
If a faculty member believes that a student has committed plagiarism, intentional or otherwise, the faculty member should follow this protocol:

1. Consult with the Core Writing director, course coordinator, TA mentor, or other instructor with at least a year of Core Writing teaching experience to discuss the assignment in question and the evidence of plagiarism and to levy a sanction appropriate and consistent with department protocol.
2. Always document all correspondences with the student through email; in addition, make copies of the assignments that have been plagiarized in case they are needed.
3. Require the student to schedule a conference to discuss the assignment in question. Ask another English department instructor with at least a year of Core Writing teaching
experience to witness the meeting; however, the student must know in advance that another person will be present.

4. In the conference, ask the student to explain what constitutes plagiarism as outlined in the syllabus and discussed in class.

5. If he or she demonstrates a clear understanding of the policy, explain how the student has plagiarized, pointing to specific examples in the assignment.

6. Give the student the opportunity to explain his/her actions. At this point, instructors should use their discretion to determine if the student intentionally or unintentionally plagiarized.

**Misuse of Sources**

Sometimes students unintentionally misuse sources out of carelessness or ignorance, usually resulting in inaccurate or missing citation, in which case, after consulting with the Core Writing director, course coordinator, TA mentor, or other instructor with at least a year of Core Writing teaching experience, the faculty member should follow this protocol:

1. If the student illustrates misunderstanding of our plagiarism policy, reiterate to the student the department’s plagiarism policy, pointing to specific examples of source misuse found in the assignment. For example, international students from certain cultures have no concept of intellectual property and may therefore see no harm in using someone else's ideas in their papers without properly crediting them.

2. Require the student to sufficiently redo or revise the assignment in question or face the consequences for plagiarism as outlined below.

3. Request that the student demonstrate he/she understands the department’s plagiarism policy, the assignment in question, and the potential consequences of failing to adequately redo or revise the assignment.

4. Document the above incident through an email to the student. Doing this will serve to remind students what they need to do to correct this error as well as document the incident. Save the email for your records, of course.

**Plagiarism**

If a student purchased an entire paper or major chunks of a paper from a website or admitted to having someone else write it for them, this would be an intentional case of plagiarism. Instructors should then follow the “Plagiarism” protocol outlined below:

1. Consult the Core Writing director, course coordinator, TA mentor, or other instructor with at least a year of Core Writing teaching experience to determine whether the assignment in question exhibits plagiarism, and if so, whether the student:

   - Fails the assignment in question;
   - Is dropped from the class with a WF, a W, or a WP; or
   - Fails the class.

2. The Dean of Students Office recommends reporting plagiarism cases because some students unfortunately do not learn from their mistakes and will partake in Academic Dishonesty again in other courses or departments. The faculty member is strongly encouraged to report plagiarism to the Dean of Students Office in one of two ways:
by utilizing the **Faculty Adjudication Form**, which can be downloaded from the following link: [http://dos.unm.edu/student-academic-integrityhonesty.html](http://dos.unm.edu/student-academic-integrityhonesty.html), or

by writing a memo to Rob Burford ([rburford@unm.edu](mailto:rburford@unm.edu)), Judicial Affairs Specialist, Dean of Students Office, that documents the plagiarism case.

For other questions or inquiries, the Dean of Students Office can be reached at **277-3361**.

**Sanctions**

Under the Student Code of Conduct, additional disciplinary action may be initiated by the Dean of Students Office, particularly in overt cases of academic dishonesty or if the student has a previous offense on file.

Possible sanctions imposed by the Dean of Students for academic dishonesty range from a verbal or written warning to disciplinary probation, suspension or expulsion, along with attendance at appropriate workshops or other educational sanctions. Specific definitions of these sanctions can be found at [http://pathfinder.unm.edu/policies.htm#studentcode](http://pathfinder.unm.edu/policies.htm#studentcode).

**Appeals**

A student may appeal a faculty-imposed sanction to the Department Chair, Dean of College, and the Provost as provided in the Student Grievance Procedure found in The UNM Pathfinder

**Plagiarism Committed by Student Athletes**

In addition to reporting an athlete’s plagiarism case to the Dean of Students, Henry Villegas, the Director of the Lobo Center for Student Athlete Success (LCSAS), requests that you also report the incident to him. He can be contacted at **277-6538** or [hvillega@unm.edu](mailto:hvillega@unm.edu).

Student athletes are not only subject to UNM's Academic Dishonesty sanctions but also to the NCAA's ethical standards. Thus, plagiarism could affect their playing privileges, scholarship, etc. Along with learning how to avoid plagiarism in our Core Writing courses, student athletes are made aware of what plagiarism is and how to avoid it through several other venues. All athletes take a required freshman course that includes a major component covering the perils of plagiarism; additionally, CAPS tutors and LCSAS staff assigned to work with them during required Study Hall hours actively look for instances where an athlete might have plagiarized and provide strategies for crediting sources and creating original material. Therefore, student athletes should be well aware of what plagiarism is and how to avoid it.

If you notice a student athlete struggling with a misuse of sources in homework or low stakes writing assignments and would like a tutor or advisor to help him/her with it or help the student revise a misuse of sources during Study Hall, please contact Henry Villegas so that he can make arrangements. It is important to include LCSAS in these cases so that it can provide additional reinforcement and support.

See the [Working with Student Athletes](#) section for more information about completing student athlete progress reports and collaborating with LCSAS.
**Preventing Plagiarism**

To help prevent students from plagiarizing, spend class time discussing and illustrating ways to avoid it. Consult a Core Writing course coordinator or TA mentor for activities and assignments that discourage plagiarism.

Additionally, all instructors are required to include the following section in each of their course syllabi:

**Core Writing Program Plagiarism Policies and Procedures**

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. Every first-year writing class covers plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

**Types of Plagiarism**

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

**Procedures for Handling Plagiarism Cases**

If an instructor thinks a student may have plagiarized, he or she will follow these steps:

- Meet privately with the student and the Core Writing director, course coordinator, TA mentor or other instructor to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Dean of Students;
- If you are an athlete, contact Henry Villegas, Director of the Lobo Center for Student Athlete Success.

**Possible Consequences**

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;
- Fail the assignment in question;
- Be dropped from the class with a WF, a W, or a WP; or
- Fail the class.
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarizing will be reported to the Dean of Students, who maintains a file of past plagiarism cases. The instructor may use the Dean of Students Adjudication form or simply direct a memo to Rob Burford (rburford@unm.edu), Judicial Affairs Specialist, Dean of Students Office. The UNM Student Code of Conduct also addresses Academic Dishonesty at http://pathfinder.unm.edu/policies.htm#studentcode.
Progress Reports
During the semester instructors may receive requests for progress reports from programs such as athletics, Accessibility Resources, and the College Enrichment Program. These are official requests and should be treated as such with a prompt and appropriately thorough response. Particularly if students are struggling or missing classes, their mentors need to know and may be able to help them improve. For more information, see the Working with Student Athletes section of the Handbook.

Records should enable instructors to give any student who asks an up-to-date account of his or her performance and standing in the course at any time during the semester, and instructors are encouraged to provide this information to their students periodically throughout the semester.

Respectful Campus Policy
The English Department requires the following policy statement to be included in the syllabus of all English courses:

The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment.

Having included this language in your syllabus, you will probably find it worthwhile to talk with the class about what it means and how each party contributes to such an environment.

Sharing Student Texts
Before Class
To teach students audience awareness, writing and reading strategies, and collaborative practices, many instructors use student-written texts in their pedagogy. However, some students may not be used to this approach and therefore surprised when they are asked to share their writing with classmates or their texts are used as some sort of class example. For that reason, syllabi should include a brief explanation of how student texts might be shared in class:

- In group or one-on-one peer review;
- As excerpts with the entire class;
- In online group discussions.

Students then understand that by registering in the class, they have agreed to sharing their texts for the purposes and contexts outlined in the syllabus.

During Class
Writing is very personal, and therefore many students may be reluctant to share their writing publicly. Consider giving students an alternative option to posting publicly accessible content online, such as in a blog. Also, using student texts from previous semesters (with their permission, of course) helps you avoid potentially embarrassing a current student. See the following section for more information.
After Class
Collecting student texts to share in future classes or in assessment among peers is an important part of teaching and program administration, but instructors should never do so without first obtaining written permission from the student. In obtaining permission, consider the following:

- Make sure students know that agreeing or refusing to grant permission will not affect their grades. *Tip:* Have students complete the form along with their Student Evaluation of Teaching while you’re out of class. Have one student submit the completed forms to you in a manila envelope. Make sure your students know you will not look at the forms until the semester is over and grades have been submitted.
- Give students the option to have their names appear on the document or remain anonymous.
- On the form, clearly state who, when, where and how you plan to use what texts.
- Give students the option to withdraw permission at any time, and give instructions for how they might contact you in that event.

Student Conduct
UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder at [http://pathfinder.unm.edu/policies.htm#studentcode](http://pathfinder.unm.edu/policies.htm#studentcode). Instructors should become familiar with this Code, and with other information available on the UNM’s Policies page, particularly in dealing with disturbing or disruptive classroom behavior and academic dishonesty.

You are not required to tolerate disruptive behavior in the classroom; students whose behavior disrupts your class are in violation of the Student Code of Conduct. Feel free to talk with your course coordinator or the director whenever you have a question about student conduct.

Instructors are encouraged to outline in their syllabi what constitutes appropriate classroom behavior and the penalties for failing to behave responsibly. Some things to consider including in that policy:

- Use of electronics;
- Coming to class unprepared;
- Being verbally or physically disruptive or abusive.

Student Confidentiality
Your training in Securing Private Data will remind you how important it is to respect the confidentiality of student records. Graded work may not be placed in any public area where an unauthorized person might have access to it. You have four options in returning papers to your students:

1) Hand them back in class or during office hours;
2) Make appointments with students;
3) Have the student provide a self-addressed, stamped envelope in which to mail their papers back;
4) Post their papers to a secure location on WebCT, such as the individual student’s drop box for each assignment prompt.

Consider the above as well when asking students to submit assignments to you.

The department staff **cannot** be responsible for collecting or returning student work, so under no circumstances ask students to submit papers to the English Department’s front desk.

**Student Questions/Concerns**

*Instructors must include a statement in their syllabi* recommending that if students have any questions or concerns you the instructor cannot answer or address concerning Departmental policies, the course, or your instruction, they should contact **Associate Chair of Core Writing Dr. Chuck Paine** at fedirect@unm.edu.

**Teacher Learning Communities (TLCs)**

To assure valid and consistent evaluation of students’ performance in Core Writing courses, each 101 and 102 instructor participates each semester in a collaborative working group on the following:

- observing one another’s classes and writing observation memos to be included in teaching portfolios;
- sharing teaching problems and strategies;
- composing a group memo used in course assessment;
- and assisting one another in evaluating potentially failing portfolios at the end of the semester.

Instructors will receive an e-mail during the semester including TLC sign-up protocol, etc. For more information, contact **TA Mentors Katie Denton or Natalie Scenters-Zapico**.

**Working with Multilingual Writers**

Non-native speakers of English are entitled to the same level of instruction as all other students and must not be excluded from Core Writing courses on that account. **Lindsey Ives** will serve as a mentor for instructors concerned about teaching second-language writers effectively; please consult Lindsey for additional resources and information to assist you in working with students who seem to fit that category.

**Working with Student Athletes**

If you have student athletes in your class, it’s important to be aware of certain protocol and available resources:

- **Completing Progress Reports:** The Lobo Center for Student Athlete Success (LCSAS) will send you an e-mail requesting periodic progress reports for athletes. Please return the requested information to the sender as soon as possible. If an athlete chronically comes unprepared, fails to participate, exhibits behavioral problems, submits assignments late,
has accrued several absences, or has a failing grade, please specifically note these things in the progress report so that LCSAS staff can address these issues with the student.

- **Collaborating with LCSAS:** Student athletes have mandatory Study Hall hours each week during which time LCSAS advisors and CAPS tutors are available for homework help. If you would like an advisor or tutor to assist your student with a specific homework or writing assignment, or one of the issues noted in a progress report, please contact Henry Villegas, the Director of the Lobo Center for Student Athlete Success, at 277-6538 or hvillega@unm.edu. Know that LCSAS is readily available to assist with any student athlete-related issues.

- **Working with Athletes with a Qualified Disability:** If you have a student athlete in your class with a verified disability, as with other students with verified disabilities, you will receive a letter from the Accessibility Resource Center in your departmental mailbox noting the disability and corresponding accommodations. This letter will identify the student's LCSAS advisor, who helps the student prioritize his/her schedule and assists with homework. Along with honoring the accommodations, consider contacting this advisor if you think the student needs focused tutoring on a specific task or assignment, as these advisors are always eager to collaborate with faculty to help student athletes succeed.

- **Handling Plagiarism:** If a student athlete plagiarizes, please see the Plagiarism Committed by Student Athletes section of the Handbook for appropriate protocol.

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**Wrapping Up the Semester**

As you approach the end of the semester, pay close attention to the protocol outlined in this section.

**The Portfolio in First-Year Writing**

At the end of the semester, each English 101 and 102 student must submit a final portfolio.

**Revisions**

The portfolio includes revised or “repurposed” versions of at least two major assignments written over the course of the semester, demonstrating in the form of a written product that the student performed college-level reading and writing tasks.

Most teachers also ask their students to repurpose at least one of their original works. A repurposed text requires a different and more extensive kind of revision. When writers repurpose texts, they might write in a different genre, use a different medium, target a different audience, etc. Because repurposing a text requires writers to reconsider content, organization, presentation, and style, it helps students become more versatile writers who are sensitive and adaptive to a variety of rhetorical situations.
Reflection
The portfolio also includes a reflective cover memo illustrating the student’s understanding of course outcomes in terms of his/her critical awareness of the process through which s/he worked to achieve them, with special consideration of how s/he can apply this knowledge in other situations.

- Because a successful reflective cover memo demonstrates a student’s understanding of and work toward achieving the fifth and final outcome, reflection, the cover memo or letter should reflect on the writing process in terms of the first four outcomes: analyze a rhetorical situation, find and evaluate information, compose documents and present documents.
- Students should pay special attention to the major assignments included in the portfolio, the choices they made in revision, and the processes through which they came to their decisions.
- Students might also reflect on other minor written assignments, readings or in-class activities as they relate to specific course outcomes and the writing process.
- Instructors should prepare students for the task of reflection on the writing process by integrating smaller reflective assignments into their sequences throughout the semester.
- Students should understand that although portfolios are graded by their instructor, they are addressed to and written for an audience of “English 101 Instructors” or “English 102 Instructors” for the purpose of program assessment and not student evaluation.

Evaluation
Each student must present a passing portfolio (a C or better) in order to pass English 101 or 102. Instructors determine the specific letter grades for their own students’ portfolios, but they cannot choose to pass or fail a portfolio without the support of the grading panel. See Failing Portfolios below for more information.

Explaining the Objectives
Students should understand that the reflective cover memo is not graded upon the degree to which it demonstrates a student’s mastery of the outcomes, as such criteria encourages students to exaggerate their achievements. Instead, instructors should compose guidelines and rubrics that emphasize the importance of honest and rigorous critical analysis of the writing process in terms of a demonstrated understanding of the course outcomes, with evidence of the student’s work toward achieving those outcomes cited in major assignments and other relevant class activities.

Failing Portfolios
In the event that a portfolio is failing, the instructor must ask two other Core Writing Instructors to evaluate that portfolio. If the portfolio is deemed failing, the two additional instructors (usually members of the grading instructor’s Teacher Learning Community) must sign their names to the portfolio rubric and include in the portfolio a brief (3-4 sentence) rationale on a separate piece of paper. Students who do not pass the portfolio cannot earn a course grade higher than C-. Students earning a grade of C- or lower will need to repeat the course.
Assessment
For program assessment purposes, Core Writing Program Coordinator Dylan Gauntt will collect one randomly selected portfolio from each English 101 section at the end of the Fall semester, and from each English 102 section at the end of the Spring. Instructors should look for an email from Dylan discussing submission protocol toward the end of the semester. Please Note: It is the instructor’s responsibility to submit the selected portfolio(s) by the time grades are due at the end of each semester.

For questions about assessment, contact the relevant course coordinator (Lindsey Ives for 101; Dan Cryer for 102).

For information on record-keeping requirements and the portfolio, go to the Keeping Records section of the Handbook.

Student Evaluations of Teaching
UNM students evaluate teaching performance using IDEA, a survey in which they rate their progress on twelve learning objectives. Student evaluations of teaching are mandatory in every Core Writing course.

Evaluation Process
1. Instructors will be notified through e-mail of the process for administering this survey and reporting results.
2. Students complete these forms during the two-week period prior to Finals, and the IDEA packet will be placed in your departmental mailbox during this time.
3. Allot at least twenty minutes of one of your classes at some point during this two-week window for students to complete them.
4. Just prior to the class period you plan to distribute them, be sure to collect extra pencils from the English Department front desk, as the forms must be completed in pencil, and some students may have failed to bring one.
5. Additionally, since you are not allowed to be present as they are completing these forms, ask another instructor or trustworthy student to distribute and collect them and drop them off at the English Department’s front desk—if an evening or weekend class, then during the next day the office opens.
6. Students tend to take completing the IDEA more seriously and provide more honest and thorough responses if they think their evaluations will be used to some end and if they know you will not be made aware of their responses until the following semester. Thus, we suggest instructors emphasize the following to students just prior to their completing them:
   • that you read their responses, value their input, and use the information to improve your teaching;
   • that you will not receive their responses until the following semester;
   • that the Core Writing Director uses the information to assign teaching appointments; and
   • that student evaluations are often considered for hiring and tenure purposes.
7. You will receive a report detailing IDEA results and the actual completed forms in your mailbox the following semester.

**Online Instructors**

The process for student evaluation of online courses is outlined below:

1. At some point during the first half of the semester (excluding Summer terms), you will receive an e-mail instructing you to complete the IDEA Faculty Information Form, which asks you to rate the importance of student learning outcomes for the course(s) you are teaching.

2. Since we require these outcomes to be ranked consistently across course sections for all Core Writing courses, Valerie Thomas will send you an e-mail instructing you how to rate these outcomes. Please follow her instructions before completing the FIF. You must complete this form in order for the IDEA to be generated for your courses.

3. Near the end of the semester, students will receive an e-mail through Banner reminding them to complete it and providing a link to the corresponding IDEA page; additionally, your NMEL course designer will post in WebCT a link taking students to the IDEA.

4. However, as stated in the previous subsection, students are generally more invested in the course evaluation process if you too ask them to take it, stress its importance, and tell them how their response are used. Most online instructors generally send an announcement or e-mail informing students of these things and post the link directly on their WebCT home pages.

5. You will receive an e-mail detailing the IDEA responses the following semester.

In addition to course evaluations, NMEL generates a Welcome Survey and an Online Midcourse Survey for all online courses taught during Fall, Spring, and Summer terms.

- **Welcome Survey:** This survey asks questions regarding contact information, motivation for taking course, students’ course loads, previous online course experience, familiarity with relevant technologies, how and where they will be accessing your course, and if they've received previous electronic correspondence from NMEL regarding your course. NMEL automatically creates this survey using the Assessment tool, but it is your responsibility to make it available to students, prompt them to take it, and tell them how you and NMEL will use their responses. NMEL will not report student responses for this survey to you; instead, you will need to click on the survey by way of the Assessment tool and read their responses.

- **Online Midcourse Survey:** Two weeks prior to sending this survey to students, a NMEL representative will send you an e-mail telling you what the survey addresses and how it is distributed to students. The Midcourse Surveys consist of 32 questions related to the course design, content, and amounts and quality of interaction within the course. Additionally, the evaluation contains questions related to the use of WebCT Vista, technical issues students may be encountering during the course, and the use of Web Conferencing and CAPS tutoring services. An Online Student Programs Advisor informs students of the survey through their preferred e-mail accounts. The survey is only open for one week, so it's important that you also promote the survey through a WebCT e-mail or announcement. A NMEL representative will e-mail the results to your Banner account approximately a week after students complete the survey.
Submitting and Keeping Records

Submitting Records
All grade-reporting materials are due in the mailbox of Core Writing Program Coordinator Dylan Gauntt by 4 p.m. on the Monday after finals week, every semester. Records for each class should be placed in a separate manila envelope, sealed, with your name and course information written on it. After submitting your final grades via the “Enter Final Grades” option on Lobo Web, you must submit the following readable print-outs to Dylan Gauntt:

☑ Lobo Web grade sheet for each course:
  1. Under “Class Section Functions” in Lobo Web, select “Exportable Class List”
  2. Click on “Class Lists” and select section
  3. Select “Printable Class List” at top right
  4. Write in by hand last dates of attendance in the “W/D” column for all students earning a “W,” “WP,” “WF,” or “F”

☑ Spreadsheet including students' grades throughout the semester, showing how you arrived at the final grade (e.g. weights, total points), and
☑ Attendance record.

For details on handling failing portfolios, see the Failing Portfolios section of the Handbook. For details on portfolio sample submissions, see the Assessment section in the Handbook.

Keeping Records
Instructors must keep all attendance and grading records—including portfolios—for one year after the end of the semester in question. After that time records can be shredded. Take year-old portfolios to the departmental front desk for shredding. Likewise, copies collected electronically can be deleted after one year.

Write On! Workshops
Traditionally held on the Wednesday and Thursday before finals week each spring and fall semester, the Write On! Workshops (WOW) provide an opportunity for English 101 and 102 students to meet one on one with volunteer Core Writing instructors and CAPS tutors to workshop their drafts, revisions and reflective cover memos before submitting them for a final grade in their end-of-semester portfolios. In conjunction, CAPS offers group workshops on strategies for revision.

Integrating WOW into Your 101/102 Class
The final weeks of the semester in English 101 and 102 are often devoted to the portfolio, i.e. revising major writing assignments and drafting the reflective cover memo. For that reason, consider the following:

- Plan to volunteer at WOW during your Wednesday or Thursday class hours;
- Require your students to attend WOW;
- Reference WOW in your syllabus and course calendar.
For more information contact TA Mentor Brian Hendrickson.

**Writing Proficiency Portfolio**

Students who have earned a B- or better in English 101 may be eligible to participate in the Writing Proficiency Portfolio, which allows them to satisfy the 102 requirement by submitting work from other courses. Eligible students must register for the Writing Proficiency Portfolio program.

Please speak with Core Writing Program Coordinator Dylan Gauntt or TA Mentor Katie Pelletier if you have questions about this program. For more information on the WPP, see [http://www.unm.edu/~english/academics/wpp.html](http://www.unm.edu/~english/academics/wpp.html).

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## Contacts

### Associate Chair of Core Writing
**Chuck Paine**, Associate Professor  
**Office:** Humanities 217 & 365  
**E-mail:** fedirect@unm.edu  
**Phone:** 277-3528  
**Contact for Issues or Information Concerning:** Core Writing Program Policies, Curriculum, Grade Disputes, Student Code of Conduct Issues, Student Complaints

### Course Coordinators

<table>
<thead>
<tr>
<th>First-Year Writing</th>
<th>Second-Year Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English 101 Coordinator</strong></td>
<td><strong>English 219 Coordinator</strong></td>
</tr>
<tr>
<td>Lindsey Ives, Teaching Assistant</td>
<td>Valerie Thomas, Lecturer</td>
</tr>
</tbody>
</table>
| **Office:** Humanities 258  
**Contact for Issues Concerning:** 101 Curriculum, Assessment, Teaching, and Student Issues; Multilingual Writers | **Office:** Humanities 256  
**Contact for Issues Concerning:** 219 Curriculum, Assessment, Teaching, and Student Issues; Online Teaching |

<table>
<thead>
<tr>
<th><strong>English 102 Coordinator</strong></th>
<th><strong>English 220 Coordinator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Cryer, Teaching Assistant</td>
<td>Kyle Fiore, Lecturer</td>
</tr>
</tbody>
</table>
| **Office:** Humanities 270  
**Contact for Information Concerning:** 102 Curriculum, Assessment, Teaching, and Student Issues | **Office:** Humanities 254  
**Contact for Issues Concerning:** 220 Curriculum, Assessment, Teaching, and Student Issues |
# TA Mentors

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Email</th>
<th>Contact for Information Concerning</th>
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</thead>
<tbody>
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<tr>
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<td><a href="mailto:nscenter@unm.edu">nscenter@unm.edu</a></td>
<td>Syllabi, Teacher Learning Communities</td>
</tr>
<tr>
<td>Brian Hendrickson</td>
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<td>Core Writing Wiki, Writing Across Communities, Write On! Workshops</td>
</tr>
<tr>
<td>Calinda Shely</td>
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<td>Teaching FLC Course Protocol, Issues with FLC Teaching Partners</td>
</tr>
</tbody>
</table>

# English Department Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Email</th>
<th>Contact for Information Concerning</th>
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</thead>
<tbody>
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<tr>
<td>Linda Livingston</td>
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<td><a href="mailto:lsl@unm.edu">lsl@unm.edu</a></td>
<td>PTI Contracts</td>
</tr>
<tr>
<td>Dylan Gauntt</td>
<td>Core Writing Program Coordinator</td>
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<td><a href="mailto:werewolf@unm.edu">werewolf@unm.edu</a></td>
<td>Teaching Contracts, Workplace Training Certificates, Syllabi, Portfolios, Final Grades</td>
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<tr>
<td>Ezra Meier</td>
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<td><a href="mailto:nezra@unm.edu">nezra@unm.edu</a></td>
<td>English Graduate Program</td>
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</table>

# Department Address

Department of English Language & Literature  
MSC03 2170  
1 University of New Mexico  
Albuquerque, NM 87131  
**Dept. Fax:** 277-0021  
**Dept. Phone:** 277-6347

![The University of New Mexico](image)
Web Resources

Other information you may need for teaching or references purposes can be found at these sites:

- Academic and Student Life Info for Students
- Academic Calendar
- CAPS Writing and Language Center
- Core Writing Wiki
- Computer Lab Requests and NetID Info
- Ereserves: Instructors may set up an ereserves site where they can post readings and other materials to their site electronically, or they can take hard copies to the Reserves desk at Zimmerman Library.
- Health and Counseling Services for Students
- Media Technology Services or 277-7485
- Pathfinder: UNM Policies, Handbooks, Catalog
- WebCT Entry Page
- Zimmerman Library