

ENGLISH 101: College Composition

Overview of Policies (Fall 2015)

Patricia Freitag Ericsson, Director of Composition (ericsson@wsu.edu)
Beth Buyserie, Assistant Director of Composition (bbuyserie@wsu.edu)

This document provides an overview of the English Department's expectations, policies, and procedures for your ENGLISH 101 course. As an ENGLISH 101 Instructor, it is your responsibility to be aware of this information and to inform your students appropriately. Adherence to these policies is necessary to assure consistency in ENGLISH 101 sections.

Syllabus

Many of the policies for ENGLISH 101 are built into the Syllabus Template provided online. That template indicates sections that are required, strongly suggested, and optional. Please read through the template carefully so that you know what to include in your syllabus. Feel free to use the template, redesign it, and personalize it—but you must include all the required sections.

The English Department requires that one paper or electronic copy of each syllabus be provided to the Department. If you request paper copies of your syllabus through the Department, a copy will automatically be put into our syllabus file; if you copy the syllabus elsewhere or only have an online syllabus, you will need to provide the Department with a copy.

Any changes in your syllabus that may impact student grades must be made in writing either by updating your online syllabus or handing out an updated hard copy. Changes must also be announced in class.

Schedule

Your Syllabus must include a week-by-week schedule of readings, writing assignments, and other course activities. Please note the WSU policy on Closed Week when designing your schedule: "No examinations or quizzes (other than laboratory examinations, make-up examinations and make-up quizzes) may be given during the last week of instruction." As you plan, the WSU Academic Calendar is a helpful guide to holidays and other important scheduling information.

Textbooks

The required text is included in the Syllabus Template.

Course Requirements

Pre-Requisite: Writing Placement Exam

As part of the General Education Program, all students enrolling in ENGLISH 101 must take the pre-requisite exam conducted by the Writing Assessment Office. Students must have taken the exam prior to enrollment in ENGLISH101 and either placed in ENGLISH 101 or have taken required pre-requisites in order to enroll in ENGLISH 101. Students who have not taken the exam must do so by the end of the first week of classes. Failure to comply with this requirement will result in disenrollment from ENGLISH 101. Questions may be directed to the Writing Assessment Office (CUE 305 or 335-7959).

Portfolio Requirements

- The teacher must assign a composing sequence of at least four major projects. Teacher feedback of each project is required. Peer review of each project is strongly suggested. Goals of each project must be tied to appropriate sections of the ENGLISH 101 Portfolio Outcomes. These projects should allow students to practice and demonstrate composing processes. The sequence must include at least four projects that are suitable for revision and inclusion in the portfolio.
- Each of the major projects must include a reflective component to prepare students for

- the final portfolio reflective cover letter. The reflective component(s) may come at the appropriate time(s) in the project's progression. These reflective components may be included in or remediated for the final portfolio.
- Three projects from the sequence must be in the portfolio; two of these projects must illustrate source-based writing. Students must have some choice in which texts to include in the portfolio.
 - Drafts with teacher feedback as well as the final revised project must be included for any project included in the portfolio. Inclusion of other drafts, peer review, and more are teacher and/or student choice.
 - Teachers must convey the expected level of complexity for each project through page ranges, word count, scaffolding, previous examples, number of required sources, or other details.
 - One of the four major projects in the composing sequence may be a primarily multimodal project. This project must include a goals and objectives statement composed by the student. Evaluation of this project must be based on the ENGLISH 101 Portfolio Outcomes.
 - The portfolio must include a reflective cover letter, which may be multimodal, in which the student considers progress throughout the semester and links that progress to the ENGLISH 101 Portfolio Outcomes.
- [Note: A portfolio could include both a multimodal reflective cover letter and a project that is primarily multimodal.]

Assignments

You can refuse to accept a paper in the final portfolio for which you have received no preliminary drafts. You may penalize students for turning in a paper or assignment after the due date. All syllabi should include a late paper policy.

Assessment Expectations

You are expected to respond to each draft that a student submits (at least those that would fall within your late work policy). If a student turns in a draft in an incorrect format or with a Works Cited page missing, the student should be asked to quickly edit and resubmit. You should ensure that you have responded to all assignments prior to the final portfolio submission. Peer feedback is not a substitute for Instructor feedback.

Portfolio Review Sessions

In order to ensure consistent grading across all sections of ENGLISH 101, all Instructors are required to attend one Portfolio Review Session during Finals Week. For these sessions, Instructors bring a range of current student portfolios for other Instructors to review and discuss; final grades remain in control of the individual Instructor. Two sessions are typically offered: Tuesday of Finals Week from 12-2 and Wednesday of Finals Week from 10-12. Please plan your Portfolio due date (and holiday vacation) accordingly.

Student Permissions

If you are doing any research based on your ENGLISH 101 course (or any other teacher's 101 course), you must have that research approved via the Institutional Research Board processes. Failure to obtain IRB permission previous to the collection of data will prevent use of any materials from the course in your research.

If plan to use student work as examples in other classes, you must have written permission from your students.

Grading

Grading for ENGLISH 101 follows WSU standards. Please consult the WSU Academic regulations for details on grades.

A: Outstanding achievement-awarded only for the highest accomplishment

B: Praiseworthy performance-above average in most respects

C: Satisfactory performance-work meets the standards for competency
D: Minimally passing-effort and achievement less than satisfactory.

Midterm Grades

Midterm grades are due the Wednesday of the 8th week of school by 5pm via myWSU. Due to the nature of the portfolio system which emphasizes process over product, students in ENGLISH 101 who are making satisfactory progress in the class (i.e., turning in assignments on time, meeting basic assignment requirements, attending class regularly, etc.) receive a midterm grade of "X," which indicates that coursework is in progress.

Students who are not making satisfactory progress should receive a grade of C- or below as a warning. You are strongly encouraged to meet with the student before or immediately after assigning the grade to discuss the concerns. This grade is meant to serve as a warning (midterm grades are not recorded on a student's transcript).

If a student belongs to an organization that requires proof of satisfactory progress (not a grade) in writing, provide them with a signed Progress Report Form (see Instructor Resources).

Final Grades

Final Grades are recorded through myWSU and are due the Tuesday after Finals' Week by 5pm. To gain access to myWSU, you must successfully complete FERPA training. Be sure to complete this training prior to your first semester of teaching.

Incompletes

Incompletes are only granted to students in extenuating circumstances. Because accepting an Incomplete is not always the best option for the student, all Instructors must approve an Incomplete with either the Director or Assistant Director of Composition (although Instructors have the right to deny an Incomplete on their own.) In order to qualify for an Incomplete, a student must have completed at least 75% of the course material. An Incomplete Grade Agreement form (available at the Registrar's website) must be completed for each Incomplete grade given. Please follow the instructions in the Agreement form so that accurate records can be kept for Incomplete grades.

Grade Book

You must keep a complete grade book and turn in either an electronic or hard copy of the grade book within one week of final grade submission. Grade books must document attendance and the grade breakdown, so be sure to include all dates, percentages, and scores (an outside reviewer should be able to determine how the grades were calculated). We recommend keeping your grade book in an Excel spreadsheet for ease of calculation. Grade books should also include the following information: course name, number, and section; semester and year; student names, ID#s; and your name.

Attendance, Add/Drops, and No Shows

Attendance

To enforce the Add/Drop and No Show policies (see below), take attendance daily. For the first two weeks, refer to an updated Class List (available on myWSU) to ensure you have the most current class roster.

Add/Drops

ENGLISH 101 is an impacted course, which means we **do not** over-enroll the course. Only students who are officially enrolled in the course should be allowed to remain in class. If students come to class and request to be put on a waiting list or just be added to your course, inform them that myWSU controls all waiting lists (students have to put their name on a separate waiting list for each section they want to be enrolled in) and that you have no power to over-enroll the course. If students have questions, send them to the English Department for assistance—but do not allow them to remain in your classroom. Because Department policy does not allow over-

enrollment in ENGLISH 101, Instructors cannot sign add forms. During the first week of classes, students are able to add and drop courses on their own via myWSU. After the first week, students must be added via Department signature. The Department may add students to your course through the Week 2 of classes. No student is permitted to enroll in 101 after Week 2.

No Shows

If a student has missed the *entire* first week of class, please inform our Department Office Assistant as soon as you are done teaching your final class of the Week 1. The Office Assistant will need the student's name and ID#, as well as your course number and section. The student will be dropped from the class in order to accommodate students on the ENGLISH 101 waiting list. If a student who is not on your roster requests to register for your class the same day you have a confirmed No Show, do not promise the seat to the new student, as other students already on the Department waiting list may have a higher priority. The Department Office is solely responsible for maintaining the waiting list and adding students.

We cannot stress enough the importance of understanding and abiding by these attendance policies.

Academic Integrity

Instructors are encouraged to read the student handbook regarding the University's policies on Academic Integrity, particularly WAC 504-25-010 to WAC 504-25-015. Many composition Instructors introduce students to these policies during the first week of class, a practice we encourage. See the Syllabus Template for more details.

Plagiarism Reporting

Unintentional plagiarism may be common in your ENGLISH 101 classes, particularly at the beginning of the semester as students learn how to navigate the complex skill of integrating sources and providing correct documentation. It is your job as an Instructor to help them avoid unintentional plagiarism. However, if you suspect that intentional plagiarism has occurred, or if you are not sure whether the plagiarism you have encountered is intentional or not, please meet with the ADOC. If you and the ADOC determine that the plagiarism is unintentional, you will be advised to meet with the student and provide him or her with strategies for addressing the problem. If intentional plagiarism is suspected (or proven), you will be asked to meet with the student to discuss the situation. If, after that meeting, you believe that the plagiarism was intentional, report the case to the ADOC.

Should a case of plagiarism need to be reported, the ADOC will require the following materials:

- An email/memo describing the situation, including what happened, why you believe the plagiarism is intentional, relevant class materials/lessons which should have prevented the situation, a summary of your meeting with the student, and the consequences (i.e., failure of the course). Include the student's name and ID#, class and section, year and semester.
- A copy (preferably electronic) of your syllabus, which must include the Academic Integrity statement. In order for the Dean of Students' Office to uphold the failing grade, this clause must state that students who commit acts of plagiarism will be reported and will fail the course.
- An electronic copy of the student's paper or materials, preferably with the pertinent sections highlighted.
- A copy of or link to the original materials, preferably with the pertinent sections highlighted.

Once the case is reported to the ADOC, the ADOC will contact the student to explain the student's rights in the case. Students have the right to meet with the ADOC to contest the accusation of plagiarism. If a student waives this right or the meeting does not bring any new material to light, the ADOC will report the student to the Dean of Student's Office. Students also have the right to appeal to the Dean of Students' Office. Students who do not appeal or whose appeals are denied will be required to attend a workshop which emphasizes academic honesty;

further instances of Academic Dishonesty may result in University suspension or dismissal. No permanent record of Academic Dishonesty is placed on the student's transcript.

Please do not use the online form at the Dean of Students' Office website to report suspected cases of plagiarism. Instead, report directly to the ADOC. This policy ensures that both teachers and students receive as much guidance and support as possible.

Instructor Absence Guidelines

Because there have been many questions from both Instructors and students about Instructor absences, there is a need for an Instructor Absence Policy. We have a strict absence policy for our students and expect them to be professional; therefore, we hold ourselves to the same high professional standards. Below are guidelines for handling both short- and long-term planned and unplanned absences.

Short-term Unplanned Absence (short-term sickness and family illness; no longer than one week of class)

- 1) Notify the DOC, ADOC, and Office Assistant (OA) via email or phone immediately (see contact information below). The OA will put a cancellation notice on your classroom door, field calls and front desk inquiries from students, and keep track of sick leave.
- 2) Notify students electronically regarding assignments, due dates, and other course details.

Short-term Planned Absence (professional commitments or planned medical leave; no longer than one week of class)

- 1) Notify the DOC, ADOC, and OA in advance.
- 2) Plan with a substitute Instructor to carry out in-class activities or plan with students to do meaningful online work. Classes may not simply be cancelled; students must complete work that fulfills course and particular unit goals. Possible work could include online peer review and revisions, online discussion forums, or other substantive work. Please notify the DOC and ADOC of your plans.

Multiple- and Long-term Absences

Instructors should first follow the procedures above under Short-term Unplanned/Planned Absence. If for any reason the absence will be longer than one week (semester total), the absences must be discussed with the DOC and ADOC, who will, if necessary, contact the Department Chair. Extended absences may have implications for health coverage, substitute pay, and more. To avoid student complaints, it is vital that we hear from you about an absence longer than one week.

Professional Development and Support Programs

Professional Development

All ENGLISH 101 teachers are required to attend the Professional Development in Composition Series. This Series begins at 12:10 pm on Wednesdays. A schedule of the meeting topics is posted online and advertised via email. The DOC, ADOC, EGO Representative, and Instructor Representative collaborate on the topics for these meetings which range from guest speaker presentations to collaborative discussions.

Avery Microcomputer Lab

ENGLISH 101 students have access to the services and facilities of the Avery Microcomputer Lab (AML). With the computer fee (collected via registration in 101), your students get a wide range of computer services from word-processing and desktop publishing to the Internet and Web publishing. Students also have access to free printing. Class sessions of ENGLISH 101 may be held intermittently in the AML. In addition, the AML is available to 101 students during open hours, which are posted on the bulletin board. Teachers should schedule an AML orientation during the first few weeks of the semester in order to ensure that their students are familiar with these resources.

Libraries

Because research-based writing is such an important facet of ENGLISH 101, the program works closely with the WSU Libraries in order to ensure that students are familiar with all library resources. All English 101 classes are required to attend an orientation session with a WSU Librarian. To schedule a library session, please use the request form found on this website.

The Writing Center

You are encouraged to visit the Writing Center to familiarize yourself with the services offered. You should also encourage your students to use the Center frequently.

ENGLISH 102

As a complement to ENGLISH 101, the English department offers a 1-credit course of tutorial support for student writing assignments. Some students are placed in ENGLISH 102 as a result of the Writing Placement Examination, but the course is open to all students who want regularly scheduled tutorial assistance. ENGLISH 102 offers group and individual tutorials focusing on writing projects from ENGLISH 101 and other courses.

CLASP (Critical Literacies Achievement and Success Program)

CLASP is a cooperative endeavor between ENGLISH 101 and several student support units on campus. It is specifically designed to address the retention and degree completion needs of students who are low-income, first-generation, of color, or otherwise underrepresented. CLASP also provides relevant pedagogical training for ENGLISH 101 Instructors. In CLASP, students and Instructors meet weekly to engage in academic conversation and dialogue about course concepts. The students also bring a prepared "Question of the Week" form for Instructors to sign. Conferences are approximately 10-15 minutes in length and take place during Instructor office hours. Instructors will be assigned no more than four CLASP students per semester. Please see the CLASP website for more information.