

Faculty Guidebook for Composition

Department of English

University of Texas of the Permian Basin

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Welcome

Your role in the Composition Program at UTPB is vital to departmental success. Since the first contact most students have with the department is through your class, you can do much to foster a positive attitude toward English courses, help to recruit English majors and generate student interest in upper-level English courses as you teach students to be skillful writers.

The Composition Program has two different courses, multiple sections, and varied faculty. Therefore, it is important that we function with uniform policies, procedures, goals, and objectives. It is, however, equally important that we encourage diverse teaching methods. Thus, this document both promotes responsibility to the department and allows for varying teaching styles. Because the document is crucial to the program and continually revised, it is imperative that you review it each semester. Please alert the Coordinator of the Composition Program (Dr. Rebecca Day Babcock) to any errors you find in or questions concerning this document.

Overview of The Composition Program

The main purpose of composition courses is to teach writing. The courses focus on the rhetorical process—planning, drafting, and revising a text with a specific purpose and audience in mind. Students may also attend to social processes through collaborative projects, conferences, and peer reviews.

Each course presumes mastery of the previous course; therefore, faculty must understand the entire program. In addition, the faculty should explain to the students how each course builds on the one before. Sample syllabi for these courses can be found in the supplement, or simply ask one of your colleagues or look on the UTPB website.

Students who have graduated from American high schools may enter UNIV 0400 or ENGL 1301 depending on test scores (see PLACEMENT). A small percentage of students may enter directly into 1302 or may be exempt from the composition requirement altogether.

UTPB regulations require students have credit in 1301 and 1302 to receive a bachelor's degree. In addition, most colleges use grades in English 1302 to determine if students are proficient writers.

Composition Mission, Philosophy, And Goals

- **Mission:** The mission of the UTPB composition program is to introduce students to writing as both a skill and a subject matter.
- **Philosophy:** Writing is a discipline that can be taught successfully through a variety of techniques, approaches, and methods designed to meet student needs.
- **Goals:** To prepare students for writing in college, career, and life.

General Information for Instructors¹

- a. Check your mailbox for rosters for your classes, to verify that every student attending your class is officially registered for the course. The twelfth day roster is especially important, as it is the census day for the semester. Students whose names are not on your roster should be directed to the Registrar. If you teach strictly online, please contact the department secretary to have your rosters mailed or faxed to you.
- b. Follow up on students who do not attend or turn in work and encourage them to either become active in the course or drop it. Use the Early Alert System or the phone or email to notify the Dean of Students about any students who are absent for two weeks or more and have had no contact with you. This is extremely important, as we have many students who fail simply because they drop a class without filling out the official paperwork, they choose to stop attending after the withdrawal deadline has passed, or they simply don't turn in their work. The composition program has pledged to follow up on missing and non-participating students. Please support this effort. You can visit the website for the Early Alert System at <https://eas.utpb.edu/> (you must be on campus to access the website). If you are off campus you can email Vickie Gomez (Gomez_v@utpb.edu).
- c. If you know in advance that you need to be absent, please arrange to have your classes covered. Fellow teachers are usually glad to provide this service knowing that someone else will do the same when it's their turn. If you have an emergency, try to notify the department secretary, the area coordinator, the department chair, and/or the freshman English coordinator. If they are not available you can call a student or even someone who has an office near your classroom. The point is to let the students know and not leave them hanging.
- d. If you need to switch classrooms or reserve a computer lab for a period, contact Hilda Salgado in the Registrar's Office at 432-552-2639.
- e. Submit a copy of your syllabus to the English department secretary by the due date for each class you are teaching.
- f. Adjuncts should have one office hour per week for each class. Full-time instructors must have five hours a week over three different days. Schedule these hours at various times of the day to accommodate students' differing schedules.
- g. The composition program is involved in various activities and projects during the year. It also conducts regular bimonthly meetings: all instructors of composition are required to attend these meetings.

¹ The term "instructor" as used in this document refers to any member of the composition faculty.

Departmental Policies for Students in the Composition Program

Attendance

There is no departmental attendance policy. Instructors are free to implement any attendance policy they wish, but these policies, once chosen, should be rigorously maintained. Policies are meaningless if not followed. The university requires excused absences for school-sponsored activities and religious holy days. Students having trouble with attendance should see the Dean of Students.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

Evaluation of Teaching

New instructors are required to submit their teaching materials to the chair or area coordinator before the start of the first teaching semester. Syllabi should also be submitted to the secretary. New adjuncts are required to be observed the first semester they teach. Subsequent observations are suggested but not required unless the first evaluation is unsatisfactory. GTAs are required to be observed twice the first semester and then once thereafter as long as the evaluations are satisfactory. Lecturers are not required to be observed, but it is strongly encouraged.

Document for Evaluating English Department Teaching Assistants and Adjuncts

Section I. Checklist of Evaluation Criteria

A. For Workshop / Studio Formats.

- i) Did the instructor provide adequate materials to prepare students for the assigned task?
YES NO (*Underline Your Answers*)
- ii) Workshop tasks were linked to tasks/skills learned previously?
YES NO
- iii) Tasks foreshadow skills to be learned later?
YES NO
- iv) Were students comfortable working with each other in an evaluative environment?
YES NO
- v) Did all or most of the students contribute to the workshop?
YES NO
- vi) Did students show enthusiasm for the task?
YES NO
- vii) Did most students accomplish the goals / acquire the skills for the activity?
YES NO
- viii) Has the instructor established a beneficial rapport with the students that enhances the effectiveness of the workshop?
YES NO
- ix) Did a majority of the students enrolled attend the class observed?
YES NO

B. Discussion / Lecture Format.

- i) Lecturer / Discussion Leader has effectively outlined the goals of the particular class observed.
YES NO (*Underline your Answers*)
- ii) An effective method was implemented to realize the goals.
YES NO
- iii) It was evident that today's class linked up effectively to themes, ideas, skills taught in previous classes.
YES NO
- iv) Equally evident was how today's class helped prepare students to acquire skills or approach topics to be taught in future classes.
YES NO
- v) The rapport the instructor has established with the students helped the group attain the goals of the class.
YES NO
- vi) The majority of students enrolled in the course attended the class.
YES NO

Section II. Written Evaluation.

Please write a description and evaluation of the class to explain why you have rated the instructor as you have above. Use this space to describe the teacher's strengths and to suggest ways for improving the instructor's technique. (Feel free to attach sheets if you wish).

Observer _____

Date _____ Time _____

Course _____ Section # _____

Instructor Observed _____

General Procedures for Placement of Students in the Composition Program

Students are placed into the Composition program through a process known as Directed Self-Placement (DSP). The philosophy behind DSP is that students are the ones who can best judge their writing backgrounds, skills and needs. Through the DSP procedures, students are guided to reflect on their writing and reading preparation and given full explanations of what will be required of them in Composition courses at UTPB.

Because of certain changes in state law in 2013, all students who are not TSI-liable or have not already earned credit for Composition (see “Exceptions” below) are automatically placed into Composition I (ENGL 1301). However, students are still able to choose Composition sections assisted by **Writing Fellows** (writing tutors trained by the Student Success Center who work exclusively with composition instructors to provide tutorial feedback and assistance). If faculty members are interested in working with Writing Fellows, they should contact the Coordinator of Composition.

Additionally, DSP-Eligible students are given the option to choose **Non-Course Based Options (NCBOs)** to assist them in successfully completing Composition courses. These options are not taken for credit, but will be listed on the course schedule. Some examples of NCBOs include:

- A Boot Camp offered in the summer to prepare students for college writing;
- A Workshop Series offered throughout the year to help students with typical problems in Composition;
- Reading Groups designed to help students see reading as an enjoyable and rewarding activity;
- Writing Groups intended to provide informal group feedback on a variety of writing tasks.

The decision is enhanced in this case by providing evaluative instruments and explaining to students the predictive value of these scores to their success in the various courses. In DSP the ultimate decision rests with the student, with significant guidance and information provided in order to make such a decision.

Procedures

- Students initially receive information in their orientation packets explaining course objectives and prerequisites and are provided with online tools (surveys, checklists) to assist their decision.
- A representative from the Student Success Center, Developmental English or Freshman Composition will address students at orientation.
- Students still needing more help can meet with advising staff or composition faculty.
- These placement procedures will be evaluated through student and faculty surveys, and analysis of placement numbers and course grades.

Exceptions

- Students who wish to test out of ENGL 1301 or ENGL 1302 have the option to take the CLEP test.
- Dual Enrollment Students will not participate in Directed Self-Placement. See the Dean of CAS for procedures for the placement of Dual Enrollment students.
- Students who are TSI-liable in writing must enroll in UNIV 0400 (Integrated Reading and Writing) before enrolling in Composition I.
- If you think a student has selected the wrong course, you can talk directly to the student about your concerns. If you cannot come to a resolution, see the Freshman English Committee. If the matter is still not resolved, see the Area Coordinator or Department chair.

Placement of Other Students

- **Students who pass one English course** should take the next course in sequence; e.g., a student successfully completing UNIV 0400 registers for 1301.
- **Transfer students** will have their transcripts evaluated to determine which course they should take.
- **AP and Concurrent** students receive full credit for courses taken in High School. AP students must pass the AP exam.

Privacy Rights of Students (Buckley Amendment)

You should not discuss a student's records with anyone but the student. That means that we do not discuss a student's progress with his/her parents or guardians. The University assumes that "an undergraduate is **not** a dependent of his/her parents or guardians, unless the University is notified to the contrary by the student or his/her parents or guardian" (PS 30). The Composition Program interprets "notified" to mean "in writing."

Faculty members are responsible for maintaining the privacy of students' grades for any course or for any activity (project/test/quiz/paper) which is part of a course.

This policy is violated if a student's grade is (1) openly discussed in class; (2) visible on papers, tests or projects as they are returned, e.g., passed down the row or left on a desk to be picked up; (3) publicly posted in a personally identifiable manner; or (4) released over the telephone to anyone other than the student or the parents of a dependent student.

Disclosure of a student's grades by a faculty member may be made only in a manner that makes the grades identifiable only to the faculty member and the student.

Since the social security number is classed as "personally identifiable information," the disclosure of grades with the student's social security number or name is not allowed without the student's written permission.

Therefore, you should not leave graded projects, tests, quizzes, or essays outside your office door for students. You should also not request students to leave corrected essays at your office unless you are there to receive them.

Technology Access and Web Courses

Computer/Internet Access and Support

Computers with internet access, are available for use in the Graduate Teaching Assistant and Adjunct Offices, located in MB 4248. A photocopier is available in the History, Literature and Languages office (MB 4102). The College of Arts and Sciences assigns part-time faculty and GTAs a code for this copier; please contact the administrative assistant (432-552-2280) to receive this code. The Dunagan Library and Mesa Building Computer Lab (MB 2215) also offer computer access to instructors and students. Finally, you may access UTPB's Wireless Internet services throughout campus.

Adjunct faculty have access to a voice message system: for more information on how to sign up for a voice mailbox, visit <http://www.utpb.edu/services/ird/information-for-faculty-staff/telecommunication-service/adjunct-faculty-voice-mail>. If you need a fax machine or scanner, visit the College of Arts and Sciences (MB 3212; 432-552-2220), or the Department of Literature and Languages (MB 4106; 432-552-2280; fax number is 432-552-3280). Your mailbox is also located in this office.

The Information Resources Division (IRD) provides technical support for UTPB faculty, and if you are having trouble with computer software or hardware on campus, they are the people to call. The IRD is located at (432) 552-2415. For more information about the IRD, including filing a service request for technical assistance with university computers, visit <http://www.utpb.edu/services/ird/information-for-faculty-staff/faculty-portal>. For more information about acceptable use of computers and UTPB's information policies, please visit <http://www.utpb.edu/docs/default-source/utpb-docs/informationresources/acceptable-use-policy.pdf?sfvrsn=2>.

UTPB Webmail and Databases

All UTPB faculty and GTAs have a UTPB email account through Microsoft Office 365. More information about email and the Microsoft Office suite may be found at <https://www.utpb.edu/services/ird/information-on-computer-accounts-e-mail>.

Your email username and password can also be used to access online databases from the Dunagan Library at a location away from the UTPB campus (this is known as proxy service). For more information about how to access online databases through a proxy server, visit <https://www.utpb.edu/library>.

Distance Learning Courses

The REACH Department (MB 3239) manages and operates distance learning technologies at UTPB. Even if you are not asked to teach or assist in an online course, it is a good idea to become familiar with distance learning technologies and content management systems such as Blackboard. Courses that meet in a traditional classroom setting can also be web-enhanced using these technologies. Instructors in a web-enhanced course can post a syllabus, lectures, and handouts on a class website, as well as provide a forum for student discussion and a place to

submit assignments to the instructor. All UTPB instructors have this option, but you must contact REACH before the semester if you desire to web-enhance your course. If you are asked to teach a course exclusively online, or a hybrid course that meets periodically online, you will receive more training in course design through the REACH department.

REACH offers training on both web design and course structuring in an online or web-enhanced course. They can also train you to work with two-way interactive video technology, as well as setting up audio resources in an online classroom. Direct any questions you may have about distance learning or the services REACH offers to: Oneita Burgess, REACH Director (MB 3239G). You may also contact her at 432-552-2879, or at burgess_o@utpb.edu.

Tutoring

The UTPB Success Center (<https://www.utpb.edu/academics/undergraduate-success/success-center/>) offers tutorial services for students, including for reading and writing tasks. Composition faculty often work closely with writing tutors, including Writing Fellows (see “General Procedures for Placement of Students,” above). If students are unable to visit the Success Center in person (MB 2101), they may participate in online video conferencing sessions with UTPB tutors. Chat and document upload are available for these sessions. Students who wish to schedule an online appointment with a UTPB tutor should visit <https://utpb.upswing.io>. Here is a tutorial video about how to use the service: <https://www.youtube.com/watch?v=3QV8R8k7Lig>.

Testing Policies and Procedures in Testing Center

- The Testing Center provides accommodations for students with Academic Accommodations (504/ADA).
- The Testing Center can accommodate students who have university excused absence from class (accidents, illness, deaths, etc.). Students who are contagious are **not** to test in the testing center until they are no longer contagious.
- The Testing Center cannot accommodate entire classes, this includes final exams. Seating is limited during busy times.
- The Testing Center will proctor Computer Based testing of alternate delivery courses. You need to make arrangements ahead of time and fill out the appropriate forms, but space is limited for proctoring those students taking online courses.
- To have your exams administered by the Testing Center, fill out an **Instructor Exam Request Form** with specific instructions on how your test should be administered. The information must include test name, time limits, aids allowed, special instructions, student name, deadlines, etc. We cannot make copies of tests so please bring enough for students testing. Each instructor will have one letter-sized hanging file reserved for his/her tests.
- Please give proctors your name when picking up any test materials because it is possible that the proctor is new and she/he may not know all professors. If you authorize a graduate student (TA) to drop/pick up exams, they **must** have a photo ID to present at the counter. We also do not accept items for student pickup such as graded homework, handouts, etc.
- **The Testing Center does not accept students' homework assignments or other materials.** We will direct students to the instructor's mailbox to turn in homework and other assignments.
- All students will be asked for Photo ID when taking any test in the Testing Center. If a student does not have a Photo ID, instructor identification of the student is acceptable.
- Students should check the walk-in testing schedule because our appointments are now booked online at www.utpbtesting.youcanbook.me . Students must allow themselves ample time to finish their test. All tests must be started at least one hour prior to closing. Students choosing to test with less than the time allowed by their instructor will be asked to sign a waiver. All tests will be collected and students will be asked to leave at the scheduled closing time. Students will not be permitted to return at a later time to complete a test they have started or seen without permission from the instructor.
- Tests may be dropped off and/or e-mailed to madrid_1@utpb.edu or Moreno_t@utpb.edu.
- Either way be sure to include the request form information and the name of the student(s) taking the test.
- Please keep in mind that we provide services for all students at UTPB as well as community members.

Course Descriptions and Instructional Objectives

*NOTE: The Course Content Descriptions are just for the instructor's reference. The official catalog copy should be the course description shared with students in the syllabus.

Composition I

Course Description

Composition I offers intensive instruction in the writing process (prewriting, drafting, revising, and proofreading), emphasizing the recursive nature of the process and the importance of the relationship among writer, audience, and subject. The course will also explore the connection between writing and critical thinking and the usefulness of writing as a tool for learning in all fields of knowledge. Students enrolling in Composition I will be expected to have a good command of Standard Written English.

Course Objectives

Upon completion of this course students will:

1. Understand and demonstrate the use of the writing process by producing *at least* 20 pages of formal, edited prose using prewriting (invention), organization, drafting, revision (editing), and proofreading.
2. Demonstrate the skills of an effective college writer who is able to think critically and produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Along with that comes the ability to discover a topic, develop and organize that topic, and phrase it effectively for a particular audience.
3. Understand and appropriately apply modes of expression (i.e. description, exposition, narrative, argument, and self-expression) in written communication, specifically where that applies to basic principles of critical thinking, problem solving and the development of exposition and argument.
4. Demonstrate an understanding of style and voice in writing, including the use of choices in sentence structure, word choice, and punctuation, not only for correctness, but for rhetorical effect.
5. Develop the ability to research and write a documented essay.
6. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
7. Gain confidence and familiarity with writing and potentially view it as a rewarding activity in school and in life.
8. Develop personal values for ethical behavior specifically as that applies to the understanding and avoidance of plagiarism as it applies to the scope of this class.
9. Develop a capacity to discuss and reflect upon individual, political, economic and social aspects of life in order to establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world.

Prerequisites

- Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.
- Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.
- Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.
- Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.
- Demonstrate revision as a means to effective writing through drafting, refining key ideas and organizing them more logically and fluidly, using language more precisely and effectively, and drawing the reader to the author's purpose.
- Edit writing for proper voice, tense, and syntax, assuring that it conforms to Standard English, when appropriate.
- Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.
- Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.
- Conduct a research project that includes formulating a topic and questions, selecting information from a variety of sources, and producing and designing a document.

Course Content Description (Not for dissemination to students)²

Comp I is about the essay. The focus of the class is on writing rather than reading. If reading is to be done, it should usually be in essay form, and be used to stimulate critical thinking as an aid in essay building. Fiction and poetry should be avoided as these topics are covered in Sophomore Literature. Of course if there is time you are free to deal with literary texts as long as they don't take over the class. Some types of essays that can be assigned are personal, reflective, analytic, persuasive, documented, evaluative, and exploratory. Please note that in Comp I we write a persuasive essay and a documented essay, as the argument and research paper belong in Comp II. Course content should also introduce MLA style. An introduction of logic is optional. As for grammar, mechanics and punctuation, mastery of these skills is a prerequisite for Comp I. Therefore, reviews of these skills are only given as necessary. Instructors are encouraged to use collaborative techniques such as workshops, peer review and conferences.

² This description is for you, the instructor, to consider as you plan your course. It is not to be put in your syllabus; it is just for you.

Composition II

Course Description

Composition II covers argument, rhetorical analysis and the research paper. In this course students analyze and respond to texts of various kinds through essays and research papers. Students will learn to defend their points of view by using textual evidence and strong rhetoric. Readings and exercises help students learn to write broad-minded, well-informed essays in polished academic prose that moves and educates the reader.

Course Objectives

By the end of the course students will:

1. Demonstrate the use of the writing process by producing *at least* 20 pages of formal, edited prose using prewriting (invention), drafting, revising, editing, proofreading, and presentation.
2. Understand and appropriately apply modes of expression i.e. descriptive, expository, narrative, argumentative, and self-expressive in written communication, specifically where that applies to basic principles of critical thinking, problem solving and the development of exposition and argument.
3. Demonstrate good academic reading and interpretation skills for analytical evaluation and rhetorical analysis by producing persuasive arguments in an academic context.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. Students will establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world.
5. Develop personal values for ethical behavior specifically as that applies to the understanding and avoidance of plagiarism as it applies to the scope of this class.
6. Demonstrate the use of polished academic prose through papers that are not only correctly written, but show attention to the academic use of style and expression.
7. Develop the ability to do research, including but not limited to books and academic databases, and produce a documented research paper.

Prerequisites

- the ability to think critically and develop ideas in a clear and coherent manner
- an understanding of style and voice in writing, including the use of choices in sentence structure, word choice, and punctuation, not only for correctness, but for rhetorical effect
- the ability to adapt ideas to a variety of writing tasks after determining the appropriate topic, audience, tone, and mode of writing, in relation to the assignment

Course Content Description (Not for dissemination to students)³

Comp II covers argument, rhetorical analysis and the research paper. Simply put, Composition II introduces students to rhetoric, whereas Composition I is a more general introduction to writing. The objectives can also be read as requiring or at least justifying an analytic essay. Comp II is about reading and interpretation of texts, broadly defined. The papers in Comp II should engage an in-depth reading of a challenging text, although film and other media are also appropriate. However, students should engage in in-depth reading of several difficult texts. Comp II also should contain a review of MLA style and research techniques. Logical fallacies should also be taught or reviewed, depending on the students' experience level. As in Comp I, the reading should primarily consist of non-fiction texts.

³ This description is for you, the instructor, to consider as you plan your course. It is not to be put in your syllabus; it is just for you.

Texts and Syllabi

The Composition Handbook (ed. Thomas) is the default handbook for Composition courses. This book will be ordered for staff sections and are the suggested texts for new instructors who have not yet evaluated a number of textbooks for possible use. Teachers wishing to use other books should discuss their plans with the Department Chair or Freshman English Coordinator.

Readers for the Composition program were written by faculty members. The reader for Composition I is *Reading about Writing*; for Composition II, the reader is *A Time Traveler's Guide to Rhetoric*. Both are edited by Kristen Figgins. These books are available electronically inside course shells, and are made available without charge for UTPB Composition students and faculty.

NOTE: Online courses are prepared months in advance, and instructors are somewhat restricted in how they teach the course. Sections are for the most part identical in the way they are designed and delivered. For online sections of ENGL 1301, the instructors who are initially assigned to teach the course decide collectively about which textbooks will be used (particularly, in what text is assigned for the "Book Club" portion of the course). Any instructor who is assigned a section of ENGL 1301 after textbooks have been ordered must use the materials that have already been selected for that semester.

- **Composition I:**
 - *Reading about Writing* (ed. Figgins)
 - *The Composition Handbook* (ed. Thomas)
 - *Team Writing* (Joanna Wolfe)
 - Your book club choice

- **Composition II:**
 - *A Time Traveler's Guide to Rhetoric* (ed. Figgins)
 - *The Composition Handbook* (ed. Thomas)

All instructors must meet the course objectives (see page 15).

Policies and Procedures on Academic Misconduct

Scholastic Dishonesty

103.1 Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses (without the prior permission of the instructor) or the attempt to commit such acts.

1. "Cheating" on a test includes;
 - Copying from another student's test or paper;
 - Using during a test, materials not authorized by the person giving the test;
 - Failing to comply with instruction given by the person administering the test which would include, but not be limited to, time restrictions, use of blue book, and seating arrangements;
 - Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
 - Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with another assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination or soliciting another student who has taken the test to obtain information regarding contents of the test;
 - Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
 - Substituting for another student or permitting another student to substitute for one's self to take a test, a course, or any course-related assignment;
 - Paying or offering money or other valuable thing to, or coercing another person to obtain a test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping, misplacing, or damaging the property of the University, or of another, if the student knows or reasonably should know that an unfair advantage would be gained by such conduct.
2. "Plagiarism" includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression

and media, and presenting that material as one's own academic work being offered for credit.

3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules of scholastic dishonesty.
4. "Falsifying academic records" includes, but is not limited to, altering or assisting in the altering of any official record of the University or the University of Texas System, and/or submitting false information or omitting requested information that is required for or related to any academic record of the University or University of Texas System. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against admission, revocation of a degree, and withdrawal of a diploma.
5. "Misrepresenting facts" to the University or an agent of the University or the University of Texas System includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive postponement or an extension on a test quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

General Education Assessment for Composition

(Parts taken from <http://www.utpb.edu/academics/core-curriculum-for-new-students>)

The core curriculum is designed to give students knowledge and intellectual skills that form the basic foundation for the undergraduate curriculum. While work in the major gives an in-depth understanding of a subject area, the core curriculum provides the breadth of knowledge needed to understand how a variety of disciplines approach complex issues and the skills necessary for a broadly educated person in the 21st century. The general education core is a major curricular component that every baccalaureate graduate of the University is required to complete.

The core curriculum is a university-wide commitment of the faculty across all disciplines and colleges. Faculty from across the university teach core courses, and are responsible for assisting students to attain the objectives associated with those courses. The objectives of the core curriculum in Texas are that students will develop and demonstrate:

- **Critical Thinking Skills** including creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information;
- **Communication Skills** including effective development, interpretation and expression of ideas through written, oral, and visual communication;
- **Empirical and Quantitative Skills** including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
- **Teamwork** including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- **Personal Responsibility** including the ability to connect choices, actions and consequences to ethical decision-making; and
- **Social Responsibility** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Composition I and Composition II are core curriculum courses which are assessed every semester. The four objectives which are assessed in Composition are **Critical Thinking, Communication, Teamwork, and Personal Responsibility**. These objectives are not all assessed every semester, though, and not all sections of Composition will be assessed. Furthermore, only a selection of students from these sections will be chosen for the assessment.

Near the end of the semester, those instructors who teach core courses being assessed will be notified by the office of Institutional Effectiveness. Further instructions will be provided in that email for how to complete and submit the report. Individual instructors are responsible for completing the assessment and sending it to the Office of Institutional Effectiveness.

In each course, certain assignments (called *artifacts*) will be used to complete the assessment. For Composition II, for instance, the Research Paper is the artifact which is used to assess several of the core competencies. The CARDS Composition Committee will assist other instructors with selecting and collecting the artifacts for assessment. The assessment rubrics and

other core course assessment information can be found here:

<http://www.utpb.edu/services/academic-affairs/administrator-staff/core-curriculum>.

Here is the schedule for Composition core objective assessments, starting in 2015:

Core Objective	Review Date	Review Date	Review Date
Critical Thinking	2015	2018	2021
Personal Responsibility	2015	2018	2021
Communications	2016	2019	2022
Teamwork	2016	2019	2022

Guidelines for Teaching Students with Disabilities

General Strategies for Optimizing Learning:

Many teaching strategies that assist students with disabilities are also known to benefit students without disabilities. Instruction provided in an array of approaches will reach more students than instruction using one method. The Testing Services and Academic Accommodations Department (TSAAD) offers the following suggestions to assist instructors in meeting the growing diversity of student needs in the classroom, particularly those with disabilities. TSAAD welcomes any additional strategies instructors have found helpful.

General Awareness:

- Expect students with a disability to meet the same standards of performance as all other students. They are here because of their abilities, not their disabilities.
- All information about a person's disability is confidential. If having a discussion with a student about her/his needs, move to a private area. It is not appropriate to discuss or refer to a student's disability with other faculty members; however, it is appropriate to discuss their performance in the class.
- Do not make assumptions about an individual based on his or her disability.
- Life experiences, combined with the nature and duration of a disability, strongly influence the educational adaptations developed by people with disabilities.
- People with disabilities are impacted in a variety of different ways. Two people with the same disability may require very different accommodations.
- Individuals with non-visible disabilities have needs that are just as real as those of persons with visible disabilities are.

Communication:

- Speak to the person with a disability as you would to any person. Focus on the person, not the disability.
- A person with a disability may appreciate assistance. However, it is advisable to ask first.
- Use "person first" language. (e.g., person who uses a wheelchair, student who is blind).
- Speak directly to an individual with a disability and not to an interpreter or an attendant.
- Individuals who are blind are not generally hard of hearing. Don't raise your voice when speaking.
- When speaking with persons who have speech impairments, do not finish their sentences to save time and do not pretend to have understood what they're saying if you haven't. It is fine to ask someone to repeat himself or herself.
- When speaking for any extended period with a person who uses a wheelchair, sit down so that you are at the same level.

The Syllabus & Textbook:

Texas Educational Code Sec. 51.9705 now requires faculty to post their textbooks one month before the semester begins so students can get the best price and before the semester begins and to allow students with disabilities to get alternative format. Recording an entire book takes an **average of six weeks/up to six months**, the department does not have the capabilities of doing this; therefore, we would have to contract out.

Also, Texas Education Code Sec. 51.9704 requires public curriculum vitae and syllabus be posted two weeks before classes start so students with academic accommodation have time to address their needs. Make class syllabus and list of required texts available by request to students before the start of the semester. This allows time for students to obtain materials in alternative formats and to begin reading assignments. If available and appropriate, select a textbook with an accompanying study guide for optional student use.

Early in the Semester:

Place a statement in your syllabus and make an announcement at the first meeting of the class such as: "If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the TSAAD, Mesa Bldg., 1160C, (432) 552-2630.

This approach preserves students' privacy and indicates your willingness to provide accommodations as needed. Many students with disabilities need additional time to process and convey expectations in the syllabus (e.g., grading, material to be covered, due dates, etc.). Do not be surprised if a student with a disability asks to meet with you during your office hour to go over the syllabus again. Announce reading assignments and list in the syllabus well in advance for the benefit of students using taped materials or other alternative formats.

General Strategies for Teaching and Presenting:

Begin class with a review of the previous lecture and an overview of topics to be covered that day. At the conclusion of the lecture, summarize key points.

Highlight major concepts and terminology both orally and visually. Be alert for opportunities to provide information in more than one sensory mode.

Emphasize main ideas and key concepts during lecture and highlight them on the blackboard or overhead.

- ✚ Speak directly to students; use gestures and natural expressions to convey rather meaning.
- ✚ Diminish or eliminate auditory and visual distractions.
- ✚ Present new or technical vocabulary on the blackboard or overhead, or use a handout.
- ✚ Use visual aids such as diagrams, charts, and graphs; use color to enhance the message.
- ✚ Give assignments both orally and in written form; be available for clarification.
- ✚ Provide adequate opportunities for participation, questions and/or discussion.
- ✚ Provide timelines for long-range assignments.

- ✦ Give feedback on early drafts of papers so there is adequate time for clarification, rewrites, and refinements.
- ✦ Provide study questions and review sessions to aid in mastering material and preparing for exams.
- ✦ Give sample test questions; explain what constitutes a good answer and why.
- ✦ To test knowledge of material rather than test taking perceptives, phrase test items clearly. Be concise and avoid double negatives.
- ✦ Facilitate the formation of study groups for students who wish to participate.
- ✦ Encourage students to seek assistance during your office hours and to use campus support services.

Points to Remember:

Accommodations make it possible for a student with a disability to learn the material presented and for an instructor to fairly evaluate the student's understanding of the material without interference because of the disability. **Confidentiality** of all student information is essential. At no time should the class be informed that a student has a disability, unless the student makes a specific request to do so. A student needs official authorization before receiving accommodations. The student is responsible for providing TSAAD with current documentation from qualified professionals regarding the nature of the disability. After talking with the student and, if necessary, the instructor, TSAAD determines appropriate accommodations based on the nature and extent of the disability described in the documentation. The TSAAD constructs an Accommodation Letter specifying authorized accommodations. The student is responsible for delivering the letters to the instructors and discussing accommodations based on the contents of the letter. The process of requesting and receiving accommodations is interactive; all people involved—the student and the TSAAD have a responsibility to make sure the process works. If you require assistance or guidance concerning a student with a disability, please contact **TSAAD at 432-552-2630**.

The Student Code of Conduct regarding disruptive behavior applies to all students. Clearly state behavioral expectations for all students; discuss them openly in your classroom, on your syllabus, and with individual students as needed.

When in doubt about how to assist, ask the student directly and check the accommodation letter provided by the TSAAD. If you still have questions, please call **432-552-2631** or email madrid_1@utpb.edu

Examples of Reasonable Accommodations:

- ✦ Use of interpreters, scribes, readers, and/or note takers
- ✦ Taped classes and/or texts
- ✦ Enlarged copies of notes, required readings, handouts and exam questions
- ✦ Extended time on exams
- ✦ Quiet, distraction-free environment for taking exams
- ✦ Use of aids, such as calculators or desk references, during exams
- ✦ Use of computers in class or access to computers for writing assignments and exams

- ✚ Taped or oral versions of exams
- ✚ Preferential seating in the classroom
- ✚ An accessible website following the guidelines of Section 508.

Principles of Universal Instructional Design (UID)

Best practices for teaching students with disabilities are the very same practices that are effective for all students. Good teaching is good teaching. One successful model for good teaching is called Universal Instructional Design, or UID. We like CAST's (www.cast.org) definition, which says that in the UID model, "curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts".

Think of it this way: a curb cut makes it easier for a person using a wheelchair to get from the street to the sidewalk-but that same curb cut is also used by people pushing strollers, rollerblades, older people, or people pulling luggage. It's a design feature that is universal in its approach to access. Now apply that idea to the educational environment to create an "academic curb cut". Put your course materials on a website that is accessible, and you have immediately made your course accessible in a number of ways:

- A student with blindness can download the text and use a screen reader to hear the text read aloud, or have it put into Braille.
- A student for whom English is a second language can participate in an online discussion, taking as much time as she/he needs to compose his answer.
- A student with a learning disability can use special software to engage with the text, or use a screen reader to hear the text orally as she reads along, increasing comprehension.

Why do we need to caption videos?

Section 508 of the Rehabilitation Act requires all media used or purchased by public agencies receiving federal/state funds be accessible. This also applies to online videos. Not only does captioning videos ensure UTPB is in compliance with federal legislation, it also ensures that everyone has access to the content.

1. Create a welcoming classroom climate.

Setting a welcoming tone up front allows students an opportunity to tell you what their needs are. Here are some ways to set a welcoming tone:

- Establish ground rules. Students with hidden disabilities, especially psychiatric disabilities, often are okay with having the instructor know about their disability, but they are afraid of being harassed by their peers. A good way to create ground rules is to elicit them from the class.
- Avoid singling out students. If you need to talk with a student, for example, about alternate testing arrangements, do it in private.
- Recognize the authority of personal experience. Know that the student with the disability is usually the one who best understands the disability and how it impacts learning.
- Attend to the physical needs of all students. Telling them where the bathrooms are and allowing occasional breaks in longer classes lets them know that you have an interest in their comfort.

- Share your own experiences. As much as your comfort level allows, let students see that you are vulnerable. Vulnerability is a quality that students with disabilities have identified as important in people they decide to trust.
- Honor diversity and cultural differences.
- Develop an inclusive syllabus statement and highlight it verbally the first day of class. This is a powerful way to communicate to students with disabilities that a class will be accessible to them.

2. Determine the essential components of the course.

Essential components are the outcomes (including skills, knowledge, and attitudes) all students must demonstrate with or without using accommodations to be evaluated in a nondiscriminatory manner. In other words, some students might use accommodations and some might not, but all students must achieve the same outcomes. Process is important, of course, but not necessarily essential. Focusing on your course outcomes will help you to define your course's essential components.

The difference between essential and nonessential course components is similar to the difference between "essential" and "preferred" skills commonly listed in job descriptions. As an employer, you may want to see both sets of skills, but only the essential skills are an absolute requirement of employment. Similarly, in your courses, you can articulate essential outcomes that all students must demonstrate in order to successfully complete the course, as well as preferred outcomes you hope students will be able to demonstrate.

Finally, consider allowing some flexibility in getting to the outcomes. For example, a student who has the use of only one hand may still give a patient an injection, although he might need to use different procedures to achieve this outcome. Or, a student with a panic disorder may be unable to give a class presentation but may give the presentation privately to the instructor. The accommodation in this example is the private nature of the presentation; the essential component, the presentation, remains.

3. Provide clear expectations and feedback.

Having expectations clearly laid out in the syllabus and providing students with regular feedback on their performance are just two examples of ways to provide clear expectations and feedback.

4. Explore ways to incorporate natural supports for learning.

Natural supports are non-accommodation-based strategies that are built into a course. They benefit all students. For example, study guides, discussion groups, and practice tests may benefit all students, not just students with disabilities.

More examples of natural supports that support all students:

- Creating electronic archives of lecture notes makes participation by students with visual disabilities, hearing impairments, sick children, or unreasonable bosses more fully possible.

- Instructions for important assignments can be included in the print syllabus, explained orally, and reinforced individually to ensure that all students' strongest sensory mode is addressed.
- Key course concepts can be taught by lecture, discussion, reading, and group work, to accommodate a range of learning styles.
- Office hours can be held face-to-face, as is traditional, but also through e-mail, phone, or real time on-line chat.

5. Use varied instructional methods.

Providing students with different ways to access material creates an accessible environment for all students. Some students thrive in lectures; others obtain information effectively from text, while still others learn best through visual media such as diagrams, illustrations, charts, or video. What ranges of instructional strategies or methods are available to you? (Remember that what is possible is determined by such factors as class size, available technology, and your course's place in a sequence of courses, etc.)

Here are some proven instructional strategies you might consider:

- Case study
- Lecture
- PowerPoint presentation of key ideas
- Active lab in combination with demonstration or virtual lab
- Web supports such as archived lecture notes
- Discussion (face-to-face and technology mediated)
- Collaborative strategies
- Group editing
- Group problem-solving.

6. Provide a variety of ways for students to demonstrate knowledge.

Just as no single mode of presentation suits all learners, neither does one single mode for demonstrating knowledge. Providing students with choices in demonstration of knowledge, such as allowing students to choose between writing a paper, presenting a speech, or conducting a multimedia project allows students to show what they know in a manner that works for them and does not conflict with your course's essential components.

Courses that employ Universal Instructional Design will logically look for ways to use multiple, varied, and broadly accessible approaches to testing and other modes of assessing learning. Here are some ideas to get you thinking about your methods of testing or evaluation:

- What modes of testing or evaluation do you prefer? In which courses? Why?
- What modes of testing do others in your field employ? Under what conditions would you consider employing them?
- What modes of testing or evaluation would you employ under ideal conditions?
- How do you and your colleagues determine the most appropriate modes of testing or evaluation in your field?

7. Encourage faculty-student contact.

Faculty-student contact is one of the strongest indicators for student retention. Strong evidence reported in Astin's study "What Matters in College?" supports the view that faculty involvement with students and active self-directed learning by students contribute more than anything else to measurable student success.

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Postsecondary Examples of Universal Design for Learning (UDL)

- A math/statistics faculty member began providing handouts of overheads to the entire class so that students could use them for reference and review. He also began to deliver his lectures more carefully, by replacing general terms like "this" or "that" with more specific descriptions, by pausing where appropriate, and by making eye contact with his students.
- A composition faculty member began audio taping his class so students could review class discussion and the professor's instructions about completing assignments.
- A foreign language professor used puppet shows, role plays, velcro cards, and searches of computer web sites in the second language to make the instruction as multi-model as possible.
- A psychology professor allowed students the choice of writing the final exam as a take-home or a 3-hour in-class final.
- A sociology professor revised her syllabus to specify the objectives more clearly and added a research project in addition to the midterm and final exam in order to diversify the types of work that affected the final grade in the course.
- A geology professor developed compute animation modules to illustrate some of the key concepts in a course on physical hydrology. These are shown in class and available out of class as well.
- A computer science professor started to begin each class with a forecast of the key concepts to be discussed that day and why they are important in the course material (after students complained that this practice leads to more universal participation in the subsequent class discussions).
- A biology professor introduces new topics by asking all students to write a short essay on the topic, in class. Some students are better writers than talkers, and the professor finds that this practice leads to more universal participation in the subsequent class discussions.
- A biology professor began using two overhead projectors in his lectures so he can leave the old slide on the screen longer.

Visit a library of Video Case Studies (exemplars) at: www.udluniverse.com