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"Responding to Student Writing" (Nancy Sommers)	

FREQUENTLY USED CONTACT NUMBERS

English Department

Elizabeth Addison 227-3976
English Department Head

Beth Huber 227-3267
Director, First-Year Composition

Roxane Stiles 227-3268
English Department Administrative Assistant

English Department Office 227-3265

Academic Resources

Academic Advising and Career Planning 227-7170
<http://www.wcu.edu/advising/>

Catamount Academic Tutoring (CAT) Center 227-2274
Chesney Reich, CAT Center Coordinator
<http://www.wcu.edu/catcenter>

Registrar's Office 227-7232

Student Support Services (including disabilities) 227-7127
Carol Mellen, Director
<http://www.wcu.edu/cap/sss/sss.html>

University Writing Center 227-7197
Barbara Hardie, Director
<http://www.wcu.edu/writingcenter>

Employment/Human Resources

Peg Shafer 227-7218
Benefits Specialist

Payroll 227-7334

Kathy Wong 227-7218
Director, Human Resources

Technology Resources

IT Services Help Desk	227-7487
eTECH	227-2135
Student Technology Assistance Center (STAC)	227-7067

PROGRAM POSITIONS AND REQUIREMENTS

Faculty are the backbone of the First-Year Composition program, and we appreciate your continued diligence, support, professionalism, and dedication. Without FYC faculty involvement, our program would not have accomplished great feats over the past few years such as designing and implementing portfolio-based program assessment. Therefore as a means of fostering continuity and growth, the following information is included to help all faculty, including Graduate Teaching Assistants and new faculty, negotiate procedures specific to the department and the rigors of higher education and FYC in general.

Teaching English 101 and 102

Western's FYC Program recognizes the complexity of teaching writing and encourages its faculty to collaborate on course development, instruction, and assessment. Instructors of FYC also are encouraged to design composition sections with their teaching and student learning styles in mind, and we have developed guidelines to aid in this process. The following sections provide an overview of those guidelines to help in instruction, collegiality, and professional development.

The Mission

Western's FYC Program approaches writing as a multi-faceted act of the mind that focuses on many concepts: writing is process; writing is product; writing is communication; writing is composing with words; and writing is a tool for other acts of the mind. Because our goal is to provide the best undergraduate education possible, we commit to provide students with a better understanding of writing as a life long learning process. First-Year Composition faculty (Visiting Instructors, Visiting Assistant Professors, Graduate Teaching Assistants, Tenured and Tenure-track faculty alike) work to provide students with instruction that values writing with both an academic and real world application in mind; we strive to instill in first-year writers the knowledge that writing is a tool. It is a personal, collaborative, and social action. Thus, the mission of the two-semester FYC sequence is to prepare students for the complexities of writing in terms of process, product, communication, critical thinking, and reasoning they will continue to use throughout their academic lives and well beyond.

Our Faculty

Graduate Teaching Assistants (TAs) are master's candidates who have been chosen as teaching assistants. They teach one First-Year Composition course each semester during their second year in the program. TAs are the instructors of record for their course and therefore have the rights and responsibilities of all other faculty; they must follow all policies and procedures as indicated in this handbook. (Graduate Assistants have access to all supplies and equipment.)

Visiting Instructors are in non-tenure track positions. They are considered full-time, “teaching only” faculty. These positions are sometimes referred to as “80%” positions with full-time, status beginning at 75%.

Visiting Assistant Professors are non-tenure track faculty members who are considered permanent full-time and expected to participate in teaching, service, and scholarship activities.

Tenured and Tenure-track faculty are employed at permanent full-time status and required to participate in teaching, service, and scholarship activities.

Phased Retirees are formerly tenured faculty members who are retiring through the university system’s Phased Retirement program.

Program Position Statements

NON-TENURE TRACK FACULTY (NTTF)

According to the Association of Writers and Writing Programs’ (AWP) “Recommendations Regarding Non-Tenure Stream Faculty [NTS],” “the proportions of appointments in higher education held by part-time or adjunct faculty has increased from 22% in 1970 to 43% in 1998. At many institutions, especially community colleges, more than half the appointments are NTS faculty” (1). [<http://www.awpwriter.org/>]

WCU’s FYC program sees overwhelming evidence of similar statistics in our department and knows that our non-tenure track faculty (NTTF) are crucial to FYC’s success. For this reason, we encourage you to take full advantage of collegial and university support and resources. In Pedagogy of Freedom, Paulo Freire writes, “The struggle of teachers’ defense of their dignity and rights should be understood as an integral part of their teaching practice.” Our greatest concern is that you maintain your dignity and recognize that your voices are important to and appreciated by the FYC program and English department. If at any time you have suggestions or concerns about FYC and or NTTF issues, please feel free to discuss them with the Director of First-Year Composition, the English Department Head, and/or the FYC Committee. We are ready, willing, and able to listen and take steps to affect change.

GRADUATE TEACHING ASSISTANTS (TAs)

The FYC program appreciates the effort put forth by TAs and understands that becoming acclimated to teaching as well as programmatic/departmental policies and procedures is sometimes daunting. Our goal is to help prepare you for your new role as effectively and efficiently as we possibly can. We encourage you to take part in all training, assessment, and social activities scheduled during your tenure as TAs. Your voices within the FYC program are important and welcomed. Following are guidelines that will hopefully help you settle into your new role and make your transition into teaching more relaxed.

Class Observations: TAs are required as part of their assistantship to observe two courses, English 101 and 102, during the first year in the program. The Director of Graduate Studies will help you find classes that fit into your individual schedules; however, you may request to observe a particular faculty member. This is your opportunity to gain practical experience, so take an active role. Meet with the instructor and discuss your expectations during the time you will be observing. Make plans to teach the class several times during the semester. You will only get out of the observation what you put into it.

While observing, look for the following:

- The instructor's style
- Students' learning styles
- Treatment of the course material and issues
- Class management
- Use of technology
- Methods and maxims

The instructor and students serve as examples of what is possible, and the observation experience will help you understand and establish your own teaching philosophy.

Teaching Mentors: After your first year in the program, completion of observation, and completion of English 514, you will teach your own sections of English 101 and 102. Your Teaching Mentor will serve as one means of support as you engage in teaching. You may request your teaching mentor or have the Director of Graduate Studies assign one to you, and you should again communicate with your mentor regarding your needs, expectations and goals. We advise you keep a journal of your experience, recording such things as successes, questions, or concerns. Make the best of your mentorship by scheduling weekly or bi-weekly meetings with your mentor and asking him or her to observe your teaching frequently during each semester.

NOTE: The Director of First-Year Composition, your Teaching Mentor, and/or the Director of Graduate Studies will observe your classes at least once during the semester. However, we encourage you to invite your peers as well as other faculty into your classroom as observations are mutually beneficial to both the instructor and observer.

Course Descriptions

The following descriptions are found in *The Record*, WCU's undergraduate catalogue.

101 Composition I (3 Credit Hours)

First semester of a year long study. Approaches composition as a process and product. Emphasis on writing as a tool for reading, thinking, and communicating. (C1)

102 Composition II (3 Credit Hours)

Second semester of a year long study. Builds on rhetorical activities in ENGL 101, with more demanding emphasis on research methods and projects [argumentation and reasoning]. (C1)

Note: ENGL 101 and 102 must be taken and passed in sequence. These courses are prerequisite to all courses in English above the freshman level.

Learning Outcomes

In 1999, the national Council of Writing Program Administrators (WPA) endorsed a set of learning outcomes. They outline “the common knowledge, skills, and attitudes sought by first-year composition programs in American postsecondary education.” Our program has used these WPA Learning Outcomes (included for reference at the end of this section) as well as information gathered through our portfolio-based program assessment retreats to generate Learning Outcomes distinctive to each course in the FYC’s two-semester sequence.

Part of the Liberal Studies Core Curriculum, both courses are designed to help students understand writing in both an academic and real world context. While our program encourages instructors to find creative methods of structuring their individual sections, we have designed the following learning outcomes to promote consistency across the sections. Western’s FYC Program advocates these outcomes for all students in all sections of English 101 and 102 and intends for them to inform course development.

ENGLISH 101 LEARNING OUTCOMES

ESSENTIAL PREMISES:

- Writing, reading, thinking, and researching are all acts of an inquiring mind. They aid each other and cannot be completely separated.
- Rhetoric, in its most global definition, is the use of language.
- Process is recursive and repetitive.
- Revision is not just making a piece “better”; it is making it different.
- “Research” is something writers do and then include in their writing. Primary research is first-hand gathering of one’s own information. Secondary research is finding info second-hand from other writers who have gathered and included it in their writing. Secondary research is often more meaningful, relevant, and understandable when accompanied by or following primary research.

STUDENTS WHO HAVE COMPLETED ENGLISH 101 WILL BE ABLE TO:

- I. Engage in writing as a process for the purpose of exploring and developing thinking.
- II. Engage in writing as product for the purpose of communicating thinking.
- III. Engage in primary research for the purpose of expanding thinking and writing.
- IV. Engage in self-assessment of the writing process, product, and purpose for the purpose of writing more effectively in subsequent academic, professional, and civic rhetorical situations.

I. Engage in writing as a process:

- Approach writing with an inquiring attitude of being curious and getting interested.

- Develop strategies for prompting, discovering, and pulling along initial ideas and inquiry.
- Develop strategies for revising content of and approach to writing (often called “global” or “bones” revision).
- Develop strategies for revising structure and sentences (often called “local” or “muscle” revision).
- Develop strategies for editing grammar, punctuation, and mechanics (often called “cosmetic” or “skin” revision).
- Develop strategies for proofreading that yield virtually error-free writing (again, “cosmetic” or “skin” revision).
- Develop an understanding of editing and proofreading as different from writing yet crucial to written communication.
- Develop the ability to get useful feedback on writing and to give the same.
- Adapt writing process to be flexible for a variety of rhetorical situations (situations that may vary in audience, context, or genre).

II. Engage in writing as a product with these characteristics:

- Interest and insight in topic
- Intention to communicate
- Workable focus
- Readable structure
- Development (with information, detail, example, description, etc.)
- Voice in sentences of style and variety
- Accurate editing (grammar, punctuation, mechanics)
- Virtually error-free (no mistakes or misspellings)

III. Engage in primary research:

- Take active role of researcher.
- Identify question about which to inquire.
- Adopt method(s) to gather information relevant to inquiry.
- Incorporate findings of research in written communication.
- Use accurate internal documentation.
- Compile accurate works cited or consulted.
- Follow guidelines for ethical and honest work.

IV. Engage in self-assessment of process, product, and purpose in writing:

- Describe process(es) and what works and needs work in them.
- Describe products and what works and needs work in them.
- Describe purposes and what works and needs work in them.
- Describe effects of process, product, and process on each other during this course of study.

ENGLISH 102 LEARNING OUTCOMES

ESSENTIAL PREMISES:

- English 101's essential premises and learning outcomes are required groundwork for English 102.
- Reading is an act of interpretation, whatever the text.
- Reasoning is required of writers and readers who aim to be effective in academic, professional, and civic communication.
- Argumentation is not a verbal fight using any rhetorical strategy as fair game until someone wins and someone else loses. Argumentation is intelligent, informed communication about a matter of disagreement, dependent on sound reasoning, that may result in change for both writer and reader. Everything is an argument in that all rhetoric (all uses of language) carries purpose or intention, even if subconsciously.
- Research is an act that can be carried out by any writer in any rhetorical situation. Writers can conduct and incorporate research in any genre for any audience.

STUDENTS WHO HAVE COMPLETED ENGLISH 102 WILL BE ABLE TO:

- I. Engage in reading as a process of interpretation for the purpose of developing thinking.
- II. Engage in reasoning for the purpose of effective communication (written or read).
- III. Engage in writing for the purpose of communicating results of thinking, reading, and researching.
- IV. Engage in primary and secondary research for the purpose of expanding thinking, reading, and writing.
- V. Engage in self-assessment of reading, reasoning, and research with emphasis on metacognition for the purpose of doing them all more effectively in subsequent academic, professional, and civic rhetorical situations.

I. Engage in reading (building on engaging in writing as a process in English 101):

- Read texts with an inquiring attitude of being curious and getting interested.
- Write to assist reading (for example, writing annotations, summaries, and marginal notes and questions).
- Read to assist re-thinking currently held ideas, beliefs, values, knowledge.
- Read to find out what other people think and how they write about it.

II. Engage in reasoning (building on engaging in writing as a product in English 101):

- Analyze own and others' writing for argumentative purposes (what argument is being made and why).
- Analyze own and others' writing for argumentative strategies (how the argument gets made) including strategies for developing common ground and avoiding logical fallacies.

III. Engage in secondary research (building on engaging in primary research in English 101):

- Identify text or web sources by using search methods recommended by instructors and librarians (including use of library databases).

- Know the difference between a website and a text available electronically.
- Assess sources for relevance, credibility, and usefulness (do not limit usefulness only to sources that support; also consider sources that show disagreements and the relevance or context of the inquiry).
- Select most appropriate sources for the rhetorical situation.
- Use accurate internal documentation.
- Compile accurate works cited or consulted.
- Follow guidelines for ethical and honest work.

IV. Engage in writing (building on characteristics of written products in English 101):

- Incorporate research findings in written communication.
- Integrate others' information and ideas in a way that contributes to but does not take over the writer's info and ideas.
- Integrate use of quotes, summaries, and paraphrases in a way that blends with the writer's own sentences.
- Distinguish clearly and accurately the writer's information or ideas from those of someone else.

V. Engage in self-assessment (building on self-assessment in English 101):

- Describe process of reading and assess results achieved.
- Describe products of reasoning and assess results achieved.
- Describe process of research and assess results achieved.
- Describe products that communicate research findings and assess results achieved.
- Describe interactions among writing, reading, thinking, and researching and assess results achieved.

WPA LEARNING OUTCOMES*

Rhetorical Knowledge

By the end of first year composition, students should:

- Focus on a purpose.
- Respond to the needs of different audiences.
- Respond appropriately to different kinds of rhetorical situations.
- Use conventions of format and structure appropriate to the rhetorical situation.
- Adopt appropriate voice, tone, and level of formality.
- Understand how genres shape reading and writing.
- Write in several genres.

Critical Thinking, Reading, and Writing

By the end of first year composition, students should:

- Use writing and reading for inquiry, learning, thinking, and communicating.

- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
- Integrate their own ideas with those of others.
- Understand the relationships among language, knowledge, and power.

Processes

By the end of first year composition, students should:

- Be aware that it usually takes multiple drafts to create and complete a successful text.
- Develop flexible strategies for generating, revising, editing, and proof-reading.
- Understand writing as an open process that permits writers to use later invention and rethinking to revise their work.
- Understand the collaborative and social aspects of writing processes.
- Learn to critique their own and others' works.
- Learn to balance the advantages of relying on others with the responsibility of doing their part.
- Use a variety of technologies to address a range of audiences.

Knowledge of Conventions

By the end of first year composition, students should:

- Learn common formats for different kinds of texts.
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
- Practice appropriate means of documenting their work.
- Control such surface features as syntax, grammar, punctuation, and spelling.

*Excerpted from the "WPA Outcomes Statement for First-Year Composition"
(www.cas.ilstu.edu/english/hesse/outcomes.html).

Textbooks

The learning outcomes for FYC students articulate what English 101 and 102 have in common. The textbooks for both courses support FYC's learning outcomes and also show what distinguishes one course from the other. You are urged to **use** these texts in your courses.

Being a Writer (English 101 Rental Text)

Emphasizes English 101's curriculum of writing development. Divided into workshops, *BAW* teaches students how to develop a sound writing process as a means of creating more effective products.

***Everything's an Argument* (English 102 Rental Text)**

Emphasizes English 102's curriculum of students' development as readers of their own reasoning and research as well as the reasoning and research of others. It argues, as Lunsford and her co-authors put it, that "people walk, talk, and breathe persuasion very much as they breathe the air: *everything is a potential argument*" (v).

***SF Writer* (2nd edition – English 101 & 102 Purchased Text)**

This handbook is a required purchase for English 101 and 102 because it is a tool that can serve student writing in many other writing situations beyond first-year composition. Use this handbook as a tool to help students fill in the gaps. One technique for teaching students about grammar and mechanics is to reference sections of *SF Writer* in the comments you give them on their own texts.

MANUAL FOR FIRST-YEAR COMPOSITION 2004-2005 (ENGLISH 101 & 102 PURCHASED TEXT)

This manual introduces students to essential information and expectations regarding the FYC program and Hunter Library. Instructors can use it to show the larger academic context of their sections' syllabi and assignments. Several forms are included that students will need during the semester. The *Manual* also publishes outstanding student compositions, which can provide interesting reading and discussion about their topics and about writing. This text is an in-house publication updated each year by the FYC director and one or more co-editors (often graduate assistants). Students keep it for both semesters.

New Student Reading Program (Provided Text)

This year's selection is *One Foot in Eden* by Ron Rash, Endowed Chair of Appalachian Studies at WCU.

We believe this summer reading program brings together Western students and faculty in an intellectual activity – reading a common text – before they even meet each other. Once on campus, new students will have opportunities to participate in cross-disciplinary discussions related to their reading in a variety of curricular and extra-curricular settings. As First-year composition instructors, you will individually decide the way and extent to which the common reading experience can best complement your sections' other activities and goals.

Use this common text as a catalyst for discussion and, of course, writing.

Supplemental Texts

You may add supplemental texts to your FYC section. However, we ask you to remember that adding such texts will cost students more money. If you choose to add a text, please work to keep cost to a minimum. Please also talk with the FYC Program Director about these texts and with the department's administrative assistant regarding paperwork.

Course Materials and Resources

SYLLABI REQUIREMENTS

Course syllabi should identify and detail your policies regarding course work, grades, late assignments, absences, punctuality, academic dishonesty, accommodations for students with special needs, and any policy or procedure necessary to the students' successful completion of the course. Please make sure you are clear with these guidelines. We also suggest you add a line to your syllabus that explains the possibility of changes to policy, procedure, and assignments. In the event of changes, you should make every effort to provide this information to students in writing.

Please have students read carefully your syllabus and the *Manual for First-Year Composition* and then sign the "Student/Faculty Contract on Course Policies" found in the *Manual*.

ELECTRONIC CLASSROOMS (ECs)

Every FYC course is scheduled in an EC for one class period per week. Instructors use this space in a variety of ways. Some use the EC for composing, writing on short notice, and text sharing. Others involve students in online research, web-page generation, and presentation development. Most use this electronic environment as an integral part of teaching writing, sharing information, and generating ideas. Still others utilize the Elmo and video features for teaching and video presentations. Talk to your colleagues about other uses for the EC and possible assignments.

ASSIGNMENTS

While our program does not mandate what you should assign, many faculty ask about the number of assignments required. Again there are no mandates; however, faculty typically assign four (4) major papers per semester. In addition, faculty have asked students to complete such assignments as process journals, reader responses, web pages, event critiques, and writing on short notice.

We will also be asking for assignments to include in a binder housed in CO419. If you have any assignments you would like to share, please let us know.

Learning Communities

Each year, a number of our English 101 sections are part of Academic Learning Communities. Our program advocates Academic Learning Communities as a means of fostering collaboration among faculty and students. The major goal of Learning Communities as stated in the Liberal Studies document argues that "participation in an Academic Learning Community [...] encourage[s] the student to discover and appreciate relationships of disciplines and knowledge and provide a sense of place within the University Community."

Learning Communities help students be more socialized, better adjusted and connected to the university than the typical non-Learning Community student. Typically, each Learning Community has 22 students, who will live in the same residence hall. Housing programming money is available to support class-related activities at those residences. Academic Affairs provides financial support for special supplies, short trips, social events, etc.

Two or more faculty pair up their courses, sharing the same students and collaborating on course content, shared activities, and joint trips. Faculty who participate in these communities are compensated with professional development funds. If you are interested in creating an Academic Learning Community, please contact the Department Head for details.

Recognition of Student Excellence

The FYC Program **strongly encourages** faculty to take the time to submit student papers and or nominate students for the Ashby Wade Award. Our program is dedicated to encouraging good teaching, learning, and writing. Recognition of excellence allows us to evidence this in a very productive and positive way.

The Ashby Wade Award for Excellence in First-Year Composition: The award is not an essay contest, but recognition of a year-long accomplishment throughout a series of writing activities.

Instructors in the English Department nominate students for the Ashby Wade Award. The Director of the FYC Program appoints experienced instructors of composition as a committee of judges who review the nominees' 101 and 102 portfolios. If possible, instructors making nominations do not serve as judges. Judges decide upon the winner by consensus. Excerpts from the recipient's portfolios are published in the upcoming year's *Manual for First-Year Composition*. In the event that no nominee is found to meet a standard of excellence in composition, the Ashby Wade Award may be withheld in any given year.

First-Year Publication: Compositions included in the *Manual for First-Year Composition* represent some of the most interesting work accomplished among the more than twelve hundred students in this program.

Over the last few years, we have streamlined the submission process. First, please identify students whose writing exemplifies that of an Ashby Wade Award candidate and simply

nominate the student(s) by submitting their names and course/section numbers to the FYC Director or designated FYC Committee member. Judges will review end-of-the semester assessment portfolios as evidence of student performance. For outstanding compositions to the *Manual*, encourage students to submit their work or submit it for them (specific dates and locations will be announced each semester). Students' end-of-semester portfolios will include a "Permission to Publish" form and electronic versions of compositions on a WORD 3.5" computer disk, necessary for publication.

ACCESS TO BENEFITS

New faculty and TAs must negotiate through a great deal of information when beginning new positions. Below are answers to frequently asked questions concerning all faculty.

If you are employed at 75% time or higher, you are considered full-time faculty.

Full-time faculty are eligible for various benefits and will receive information from **Human Resources** (ext. 7218) once employment paperwork is completed and submitted. Kathy Wong, Director of Human Resources, and her staff will conduct enrollment sessions at the beginning of each school year to help facilitate the process of signing up for benefits including medical, dental, vision, and retirement.

Note: Salaries are based on position definitions and will be listed on your contracts. Please make sure you retain a copy of your contract and contact payroll with specific deduction requests. **TAs should contact the Director of Graduate Studies or the Graduate School for information regarding stipends.**

Compensation

PAY CHECKS: Monthly paychecks are handled through the Payroll Department housed in 324 HFR. Employees paid over 9 months or those considered part-time, including TAs, are paid on the 15th of each month. (TAs will receive paychecks on January 15th.) Faculty whose pay is divided over 12 months or those considered full-time, including Visiting Instructors, are paid on the last business day of each month and will receive paychecks in June and July. Checks are distributed to faculty via the department's staff and will be placed in faculty mailboxes. Please contact payroll concerning taxes and discrepancies.

Note: If payday falls on a weekend or holiday, paychecks are distributed on the proceeding business day. Direct deposit options are available for full-time employees; please contact payroll for details.

Benefits: Retirement, Health, Other

RETIREMENT: WCU offers several retirement plans for full-time faculty. If you would like to discuss retirement options or have questions concerning how retirement benefits are administered, please contact Kathy Wong, the Director of Human Resources (ext. 7218).

HEALTH INSURANCE: Full-time faculty are eligible for health benefits. If you have any question concerning health insurance coverage, contact Human Resources and speak with Peg Shafer (ext. 7218).

TAs are encouraged to contact Student Health Services (ext. 7640) concerning Student Health Insurance Packages and on-campus health services.

WCU HEALTH SERVICES: All faculty have access to WCU Health Services for three free visits; \$3.00 is deducted from faculty/ staff paychecks each month to cover these costs. Please contact Health Services (ext. 7640) for appointments and rates.

PSYCHOLOGICAL SERVICES: All faculty have access, free of charge, to the WCU Counseling Center, which provides a variety of services from one-on-one counseling to group meetings. While there is a cap on the number of appointments, faculty are encouraged to make appointments for services when necessary. For information, please contact the WCU Counseling Center (ext. 7469).

FITNESS CENTER: All faculty and their families have access to the campus fitness center in Reid Gym for a minimal cost. Access is also available to such activities as swimming, water aerobics, step-aerobics, and yoga. Please contact Karen Oldham for current rates and schedules (ext. 7069).

COURSES: Full-time faculty may take one course per semester free of charge or at reduced rates. Please contact the Registrar for details (ext. 7232).

ACCESS TO TECHNOLOGY

Educational Technologies (eTECH)

TRAINING AND eTECH

The Department of Educational Technologies (eTECH) is the University-wide organization responsible for providing faculty with technology support for instruction, research, and outreach. Through pedagogically sound uses of technology, professional staff assist in enhancing University programs in the areas of multimedia and online development, classroom and lab support services, distance education, instructional design, and professional development. Educational Technologies is committed to working with faculty to meet technology challenges of the 21st century, both on- and off-campus. For more information, please call ext. 2930 or email etech@email.wcu.edu. The eTECH website lists a variety of resources for your convenience: www.wcu.edu/etech.

COMPUTER JUMPSTART ORIENTATION MATERIALS

<http://www.wcu.edu/techassist/jumpstart/index.html>

All new faculty and students are required to attend a computer-training program immediately prior to the beginning of classes. This program familiarizes students and faculty with basic computing concepts including accessing the university's network, using e-mail, www browsers, using electronic classrooms, and the university's administrative software. In addition, the WCU community has the opportunity to learn/use pre-provided web space for designing their own www pages. If you would like to see the most current PowerPoint presentation about JumpStart, please go to the website.

Equipment and Instructional Technology Services (ITS)

ITS AND TROUBLING SHOOTING

Instructional Technology Services is available to help faculty and staff with questions and equipment maintenance. All requests for computer and supported program access must be processed through ITS. If you have questions or problems, please follow the procedures listed in the "Equipment Service Requests" section in this handbook or contact the ITS (ext. 7487).

OFFICE COMPUTERS

Office computers contain all the programs and file management software you will need. If your needs exceed the basic programs available, you may contact ITS (ext. 7487) and/or eTECH (ext. 2930) for information on installing software.

SUPPORTED PROGRAMS, SITES, AND TOOLS

EMAIL: MicroSoft Outlook is the program the WCU community uses to manage school email. The "wcu.edu" email address is automatically assigned to you once all your employment paper work is processed. Faculty can use Outlook to manage tasks, set meetings, list contacts, and more. When there is FYC information to share, it will be sent via Outlook. Please remember to check and maintain your email accounts. If you would like to archive information, call ITS (ext. 7487).

INSTRUCTIONAL INFORMATION: WIN, the Western Information Network, is the system through which you will access class lists, schedules, student information, and submit electronic grades. You can access photos of your students, but you **cannot** publicly post these images. To access WIN, faculty will need their Faculty ID or "999" number, which is discussed in the "Access: Authorization and Codes" section of this handbook.

THE WEB: Faculty web pages can be attached to the English Department web page and can be produced by contacting eTECH (ext. 2930). If you are interested in attaching your web page to the English Department home page, please contact Dr. Mary Adams (ext. 3921) for information.

MULTIMEDIA COMPOSITION AND CATA: The Collaborative Advanced Technology Area (CATA), located on the main floor of Hunter Library, houses some of the latest advances in computer hardware and software. Any faculty member can reserve CATA for students to explore enhanced learning opportunities with this technology. For instance, composition students could create the kinds of multimedia texts that they have or will encounter in their professional and personal lives.

Notice that the first word in this area's name is *collaborative*. Its technology provides innovative opportunities for collaboration both within a particular course's subject as well as across courses. For instance, students in three different courses--English, Music, and Communication and Theatre Arts--composed a video to orient users to CATA. English students composed with words, Music students with notes, and Communication students with images. The video is viewed by CATA visitors from on and off campus.

ACCESS: AUTHORIZATION AND CODES

COMPUTER USAGE AUTHORIZATION: Before obtaining access information for instructional technology, student information, Cybercat Pipeline, or Outlook, each faculty member must submit the “Administrative Computer User Authorization Request” form. WCU’s ITS is responsible for processing these requests and setting up accounts for everyone on campus. The process can take time and faculty cannot access any systems until registered. The department’s administrative assistant will start this paperwork and forward it to ITS. However, you should check with the administrative assistant to make sure your paperwork has been filed. We **strongly** encourage TAs to submit this form to the department’s administrative assistant during the semester before they are scheduled to teach to help insure access to computer systems in a timely manner. Once your paperwork is complete, you will receive your access information. This will also give you access to your office computers through the NOVELL Network. Normally, your username (**first initial and last name**) will be the same as that used for other programs such as Outlook. For example, John Smith’s username is **jsmith**. The password will again initially be **123456**, which can be changed after you log in once. You will be prompted to change your password every 90 days.

Once all necessary paper work is filed and accounts are created, you can call ext. 7487 to make an appointment with ITS to set up individual work stations and computer profiles.

SHARING OFFICE COMPUTERS: Due to limited space, faculty will sometimes share office space. If this does happen, please be aware that you will need to make sure the office computer and voicemail are set up for both faculty members. Multiple profiles on one computer can cause some difficulty, especially when accessing printing and email features. In the event of problems, please contact the department’s administrative assistant and/or ITS (ext. 7487).

FACULTY ID FOR FACULTY WEB ACCESS: Obtaining the famous “999” number is one of the most important steps in gaining access to faculty, class, and student information. The English department administrative assistant will in all likelihood notify you to start the paperwork. However, we suggest that you initiate contact with the administrative assistant as soon as possible because you will need the “999” number to check your class lists at the beginning of the academic year. You will also need this number to post grades electronically. You will be given a password for the **Faculty Web**, which is typically your **birth month and year**. This 4 digit code can be changed once you log in.

OUTLOOK: Faculty email accounts are set up in **Microsoft Outlook** and email addresses are created based on your first and last names. For example, John Smith’s email address will look like this: jsmith@email.wcu.edu. Faculty can access accounts in two ways: 1. through office computers and 2. from off campus or another on campus computer.

On Campus: Using your office computer, you simply click on the outlook icon and the profile box will appear. Your **user name** usually is the first letter of your first name and full last name: **jsmith**. The initial password is **123456** (you can change it once you log in).

Off Campus: Access the WCU homepage and in the address bar type **email.wcu.edu**. This will prompt a gray box to appear. It asks for your username and password. Before

entering your user name you may have to enter **wcu/** first followed by the name as it appears in your WCU email address. For example, John Smith will enter **wcu/jsmith**. Your password again will start out as **123456**, but if you have already changed it through your office computer, use the new one you have set up. This will automatically take you to Outlook, though the screen and tools are different. Any information you send will automatically be stored in your Outlook account.

ELECTRONIC CLASSROOM CODES: To enter ECs you will need a combination code. You will receive an email confirmation of this code before classes convene. Codes change every semester; however, the code is usually 3 digits long, two of which are usually pressed simultaneously. If you forget the code or it doesn't work, contact the department's administrative assistant or Faith Dabney at ext. 7487.

LIBRARY ONLINE PIN: You will need this Library Online PIN number to access the Hunter Library Homepage from off campus and also to reserve books through the ABC system (our joint system with UNC Asheville and Appalachian State). Your **Library PIN #** is your **Faculty ID# or SS#** followed by a **2 digit code (usually "01")**.

Note: To connect to Hunter Library from off campus, please follow instructions on the homepage for "Connect from Off-Campus."

TELEPHONE AND OTHER OFFICE EQUIPMENT

VOICEMAIL: Every office phone is connected to a voicemail system. However, only one mailbox is available per office. Therefore, if you share an office, please remember to identify both occupants on the outgoing greetings. Setting up your message system is simple if you follow these steps:

- Contact the English Department administrative assistant to verify your office phone number and find out how to set your password.
- To access voicemail on campus, dial 5000 (or press the "message" button.)
- Your "mailbox" password is your 4-digit extension.
- If the phone will not accept your password, the phone needs to be reset. Call the One Card Office (ext. 7003) or the department's administrative assistant for help.
- To set up a new message, follow the instructions from the voicemail operator and record both an external and internal greeting.
- To log out, simply follow the prompts.

To review your messages, press 2; to skip a message, press 6; to erase a message, press 76; to save a message, press 79; and to log out, simply hang up.

PRINTERS: All faculty have access to two printers in Coulter 4th floor copy room. Remember, you must be properly logged into the NOVELL network before printing. If you can access the printer, make sure you have logged correctly into your NOVELL account.

Note: Please see “Policies and Procedures” section for information regarding paper and supplies.

COPERS: Faculty have the easiest access to the copier on Coulter 4th floor. The department’s administrative assistant will add the first 6 digits of your social security number to the copier once all of your employment paper work is complete. **Ask for training** and see also the “Policies and Procedures” section of this handbook.

EXPECTATIONS IN ADDITION TO TEACHING

Collegiality

The FYC program encourages faculty attendance at meetings, functions, workshops, brown-bags, retreats, presentations, and social activities. It is important that **all** faculty participate in such events as a means of identifying and meeting departmental and programmatic needs. Faculty should feel comfortable voicing their opinions and concerns. Departmental meetings are open to all faculty, including TAs, and are usually held once per month in CO 303.

We work in community as professionals, colleagues, and friends. The FYC program encourages collaboration as a means of creating inspiration, managing stress, and building solid teaching practices. Professional development doesn't always have to happen during scheduled retreats or workshops; often the most effective professional development occurs in the hallways, office doorways, over coffee in CO 419, or at the Mad Batter.

We also are fortunate to live and work in a close community. Please take advantage of the culture and environment by meeting at the University Club on Friday nights, joining the Untenured Faculty Organization, or simply by gathering for dinner in Sylva or walking to Java City for coffee.

MEETINGS

NOTICE OF MEETINGS will be posted outside of the Director of First-Year Composition's office and will also be sent via email. While rare, meetings on short notice do occur and will again be announced via email. Calendars of some major events will be available at the start of each semester.

FYC PROGRAM RETREATS, WORKSHOPS, AND ASSESSMENTS will be scheduled and announced for each semester. We usually begin in the fall with a retreat/workshop to allow time for collaboration and training on varying topics including textbook usage, grading, the New Student Reading Program, and portfolio assessment. We encourage each faculty member to make every conceivable effort to attend these programmatic events. Attendance and participation allow us to better understand and administer the program. Without input from the FYC faculty, we cannot effectively develop curricular or programmatic guidelines.

Departmental Policies and Procedures

DESK COPIES

Copies of all current textbooks, including the New Student Reading, are housed in the English Department's office (CO 305). Please check with the administrative assistant to obtain copies.

Textbook orders for FYC are completed by the program director for each academic year. However, some faculty add supplemental texts to their FYC courses. Please check with the department's administrative assistant regarding deadlines for submitting supplemental book requests to the campus bookstore. If you wish to request desk copies of supplemental texts for your classes, please complete the "Desk Copy Request" form available in CO 305.

CLASS SCHEDULE/ROOM REQUEST

The Department Head will send out forms requesting that faculty members advise him or her as to their desires for courses, times, days, and classroom assignments. All faculty are strongly encouraged to fill out and submit these forms.

Once a semester begins and you desire a change in room assignment, please make this request in writing to the administrative assistant. Space is limited; however, your request will be granted if possible.

COURSE DESCRIPTIONS

FYC faculty are not required to file course descriptions. However, if you are involved in a Learning Community or you have developed non-FYC courses with specific themes, please file course descriptions with the department's secretary or administrative assistant by October for spring registration and March for summer and fall registration. Descriptions are sent to advisors and posted on the wall across from CO 304 so that students have an idea of course content before registration.

SYLLABI

The Department is required by the Southern Association of Colleges and Schools (SACS) to keep on file a copy of every syllabus for every course taught each semester. Each faculty member must provide those copies and submit them to the administrative assistant by the last day of the semester's first official month: fall (August), spring (January), and summer (June and July). If you are teaching during "Mini-Mester," turn syllabi in before the first day of class.

Please submit two (2) copies of your syllabus from each course you teach. One copy will stay on file in the English office and the second will be kept in an FYC Syllabi binder in CO 419.

REPORTING ACADEMIC DISHONESTY

Note: The following information is taken in part from the *Manual for First-Year Composition* and is included here to emphasize our position on academic honesty.

Honesty is an essential principle of academic work; therefore, the penalty for academic dishonesty (plagiarism and in any other form) is serious:

- **Any student who is dishonest in his or her work in English 101 or 102 will receive a failing grade for the course.**
- **Any FYC student who helps another student be dishonest also will receive a failing grade for the course.**

This program-wide policy applies to all sections and all instructors in the First-Year Composition Program. The penalty may be assigned for academic dishonesty on any assignment for the course.

You will instruct students on the definition of “academic dishonesty” and the proper means of documenting primary and secondary information. Please include a statement concerning academic dishonesty and plagiarism on your syllabus. Include the penalty you adopt for such actions as well as the departmental and university policies or cite the *Manual for First-Year Composition*. Instructors have the authority to distinguish egregious acts of plagiarism from ignorant mistakes. If the instructor determines that a case of plagiarism is egregious, he or she should follow these guidelines:

If you discover that a student has been academically dishonest, talk with the student about what you have found and the consequences of this behavior. If you wish, talk with the FYC Director before talking with the student. In any case, please give the Director and Department Head a “heads up” that you are dealing with a case of academic dishonesty in case the student contacts them. Then, write a letter to the student again stating what you have found and the consequences of this behavior. Copy the letter to the FYC Director and Department Head. The Department Head then will take further action according to the guidelines in the *Student Handbook*. In the event of conflict or appeal, you and the student will meet with the Department Head.

To protect yourself while handling these situations, follow these recommendations:

- 1) Make copies of all suspect work (and the sources from which it was taken, if available)
- 2) Document the conversations you have with anyone about the case
- 3) Have a third part present when discussing the incident with the student.

The Department Head follows the procedures explained in the *Student Handbook* (8-9). Once the Director of First-Year Composition and the Department Head have reviewed the case, you will be asked to inform the student in writing of the action(s) taken. In the event of conflict or appeal, you and the student will meet with the Department Head.

MEETING WITH STUDENTS

OFFICE HOURS: All composition instructors must keep at least three (3) office hours per week during which students may drop in and discuss course work. These hours should be

announced in each course's syllabus and posted on your office door. Please also remember to fill out and submit to the English Department's administrative assistant the schedule form given to you at the start of each semester.

CLASS MEETINGS: Under state law and SACS requirements, contact hours represented through class meetings are mandatory. However, some instructors require students to meet with them individually, or they also may require students to meet with each other outside of class in order to complete collaborative work. This is an acceptable means of meeting the contact hours required. Please have written plans available for those days.

Also, if you cancel class for out-of-class meetings or move your class to a new location, please inform the department's administrative assistant beforehand. Class schedules are used in case of emergency to find students and instructor. If the administrative assistant is unable to find your class, difficulties arise for everyone concerned.

PROFESSIONAL DEVELOPMENT

The English Department encourages all faculty to request funds for professional development and travel. While non-tenure track faculty are not eligible for the Chancellor's travel funds (except those allocated to the individual departments), they are eligible for departmental funds. The English Department requires all faculty to fill out any and all necessary paperwork as a means of securing reimbursement for expenses.

FACULTY TRAVEL: All faculty are required, whether presenting at a conference or not, to submit the "English Department Travel Work Sheet" at least two weeks prior to any professional travel if you expect reimbursement of expenses. If this form is not completed and filed prior to your trip, reimbursement is improbable.

Tenured/Tenure-track faculty are required to submit the "Faculty Research Presentation Request for Travel Funds" form only when you are a recognized presenter for a conference. The following guidelines apply:

For the Chancellor's travel funds, "Faculty Research travel is restricted to support research presentations (e.g., papers, poster presentations, etc.) by tenure track, tenured, and phased retired faculty members. Funds are **not** for travel to support service as an officer of an organization, panel discussant, roundtable discussant, or panel chairperson. **Funds are limited to a maximum of \$500.00** for each proposal."

EXPENSE REIMBURSEMENT: Submit documentation of expenses to the English Department administrative assistant upon returning from travel. Keep the following: registration, hotel, air travel receipts, miles round trip (flying to and from the airport and driving to and from conference destination), itinerary start/ending dates and times.

Note: Descriptions of possible prices for fees, air travel, and accommodations are not sufficient proof of expense and will not be accepted by the controller's office. On occasion, funds may be available prior to travel date. Please check with the administrative assistant for details.

NANCY JOYNER FUND: “Through the generosity of Nancy Joyner and others, in agreement with The Development Foundation of Western Carolina University, Inc., [...] an endowed fund has been established to provide annual faculty enrichment support for the Western Carolina University English Department.”

If any faculty member has a project, event, professional development activity, conference or other approved activity for which funding is needed, please present a proposal to the Joyner Fund Committee. These funds can also be used to provide travel funds for students working with faculty members on research projects. For information, please contact the Department Head who serves as ex-officio member and is responsible for calling committee meetings.

Note: Dr. Nancy Joyner is a retired WCU Professor of English.

FACULTY ABSENCES

ILLNESS: If you are ill, please call the department’s administrative assistant (ext. 3268) and or the department secretary (ext. 3265) as soon as possible and ask that notification be left for the students. In your message, please leave detailed instruction as to what the students are to accomplish by the next class meeting. If you are able to make arrangements on short notice for another instructor to cover your class(es), please also make the English Department aware of this arrangement.

EXTENDED LEAVE/ILLNESS: Faculty do not receive leave/sick time as part of their benefits. Therefore, arrangements for extended absences are made on an individual basis. Please discuss this situation with the Department Head. You will be asked to find other instructors to cover your classes and provide them with detailed lesson plans. Please submit to the English Department the “Faculty Request to be Absent from Classes” form, which is available from the English Office or in the file holder beside the faculty mailboxes on the 4th floor.

The English Department faculty have a long history of helping colleagues cover classes on a volunteer basis. Do not expect to receive compensation for covering classes except under rare circumstances. TAs may cover classes for the English Department faculty, and the experience can be beneficial for them. However, TAs are also very busy and completing the program is their priority; if you would like a TA to cover your classes, please keep this in mind. Please speak with the Director of Graduate Studies if you have questions.

PROFESSIONAL DEVELOPMENT: When attending professional development activities, either on campus or out of town, remember that you may make up class time by requiring students to attend other events on campus. However, if that is not an option, please make every effort to find someone to cover your classes. Please submit to the English Department the “Faculty Request to be Absent from Classes” form.

EQUIPMENT/PROPERTY RESERVATIONS

OFFICE ACCESS/KEYS: Please procure keys through the department's administrative assistant. Office keys are supplied to all faculty. Please notify the administrative assistant in the event that you misplace or lose your keys and a replacement will be ordered. If you become locked out of your office, please go to CO 305 and request use of the master key. Please return the master key promptly and do not let anyone else use the key before one of the department's staff is aware of such use.

BUILDING KEY: Currently building keys are only provided to tenured and tenure track faculty. If you are a member of the non-tenure track faculty (TAs included) and you need to enter the building on a weekend or holiday, please contact University Police at ext. 7301.

TECHNOLOGY: The department has numerous resources for use in classes. Faculty must follow these procedures when reserving equipment and or meeting/classroom space:

- TV/DVD/VCR: There are three (3) carts available to English faculty. One is housed in CO 302 and the other two are housed in the 2nd floor storage closet. Please reserve a cart using the form in the department office. **Remember to return the cart to its proper storage space.**
- Electronic Classroom (EC): If you require an EC on a day when you are not schedule for such use, please contact the English department administrative assistant to find out if a space is available. In the event that you wish to schedule extra time in an EC for more than one day, check WebEvent for available dates and times or contact Faith Dabney in ITS (ext. 7487).
- Video Camera/Digital Video Camera: Our department is fortunate to have both a standard and digital video camera. These are excellent tools to use in your courses. You must reserve these through the English Department office. Please make sure that you return equipment on time as others need it. Remember each instructor is responsible for supervising his or her students when they are using this equipment. Please have students write notes acknowledging their responsibility in the event of misuse, damage, loss, or theft.
- Electronic Cart: The English and Music Departments share two electronic carts: PC and MAC. Reserving one of these carts must be done through WebEvent at <http://webevent.wcu.edu>. Please complete the following reservation steps:
 - Click on "WebEvent"
 - Click on "Log in now"
 - Enter user name: coultercart
 - Enter password: novella
 - Select either ---Coulter PC or Coulter Mac
 - Click "modify"
 - Select date on "add new event"
 - Enter date

- Select “event type” (i.e. meeting)
- Enter time
- Enter description:
 - Class and Section (i.e., 101.01)
 - Room #
 - Your Name
- **Click ADD NEW EVENT**
(If you do not, your cart has not been reserved).

EQUIPMENT SERVICE REQUESTS

COMPUTERS: Send formal requests for service through the department’s administrative assistant. Small problems may be handled by departmental staff, others may require a budget code, and all are tracked. You may also call the ITS (ext. 7487) with questions.

OUTLOOK/NOVELL: Call the ITS Help line at ext. 7487. If you are unable to get satisfactory assistance, please contact the department’s administrative assistant.

COPIER: If the copier jams or runs out of toner, please ask the department’s staff for assistance. While some jams are easily fixed, **DO NOT TRY TO FIX THE PROBLEM BY PRESSING BUTTON AFTER BUTTON, SHAKING THE TONER, TEARING PAPER, OR KICKING THE MACHINE**; this will only cause more problems and possible expense.

MEETING PROCEDURES

ROOM RESERVATIONS: If you plan on using a room in Coulter for special events and or meetings, please reserve the room through the English Department office. Emailing this request, including the room desired, date, and time of the meeting, is the most efficient procedure. Requests must also be made for reserving the faculty lounge, CO 419, and the English Seminar Room, CO 304.

SUPPLIES

Most supplies (e.g., note pads, pens, disks, CDs, folders, grade books) are stored in CO 305, and they are restocked as the budget allows. You may request special orders (e.g., office chairs, calendars, equipment) through the administrative assistant at any time. Requests will be processed as soon as possible. Do not purchase supplies and expect reimbursement unless you acquire prior approval.

Please remember that paper is an expensive and precious commodity; make every effort to not waste paper. Also remember that the English Department is not supplying paper to all students; do not print student papers from office computers.

If you need supplies for an EC, please call ITS (ext. 7487).

Copier Paper: There is no set limit on the amount of paper each faculty member uses. However, we encourage you to use paper wisely. If you need paper, please contact the department office.

Purchases: When planning meetings or special events, please get approval from the English Department before purchasing anything for the occasion. Reimbursement of funds is not guaranteed if prior approval is not granted. There is a \$4 cap per person for refreshments.

Note: The Joyner Fund may be an appropriate source of funding. Please ask for guidelines.

EXTERNAL POLICIES AND PROCEDURES

Faculty's Role in Student Placement

The following information provides guidelines for FYC faculty regarding your involvement in student placement. Placement and prerequisite policies also are referenced in *The Record*, the undergraduate catalog.

All WCU students take a two-course sequence in FYC: Composition I and II (English 101 and English 102). These six hours of credit satisfy the Writing portion (C1) of The Core of the Liberal Studies Program. The following policies identify exceptions or additions to the FYC sequence:

CHALLENGE EXAMINATION: Students who wish to receive credit by examination for English 101 or 102 may take a rigorous exam administered by the English Department in accordance with the university's credit-by-examination policy. We do believe that all students will benefit from Western's FYC sequence and do not encourage students to challenge either course. Therefore, we ask instructors not to recommend this action to students. However, should you have a student who exhibits exceptional skill, we encourage you to discuss this student with the Director of First-Year Composition. In many circumstances, students could pursue honors credit at the instructor's suggestion.

In the event that a student contacts you regarding the Challenge Exam, please refer him or her to the Director of the FYC Program for information and administration dates. Students who make an acceptable score on the exam will receive credit or a waiver for the appropriate course.

COMPOSITION-CONDITION MARK: A Composition-Condition mark, referred to as a "CC," indicates a student's writing needs improvement in order to reach university-level quality. **FYC faculty may not assign a "CC."** The Composition-Condition mark applies to students who have completed English 101 and 102. If you do not think a student has met the requirements of your FYC course or that he or she is simply not ready to write in an academic setting, do not pass the student on to the next class. Please contact the Director of First-Year Composition if you have questions or concerns regarding the "CC."

Faculty members in any (non-FYC) WCU course may assign a CC with a student's final course grade. Undergraduate students who receive two (2) Composition-Condition marks prior to the semester in which they complete 110 credit hours are required to pass another composition course, English 300, with a minimum grade of C to help them strengthen their writing and, ultimately, graduate.

ASSISTANCE FOR UNDER-PREPARED STUDENTS: At the beginning of the semester, instructors need to assess the level of your students' preparation for university-level composition. If you identify a student who is at risk for not successfully completing English 101 or 102, then you may require or recommend that he or she seeks additional resources, which may include Student Support Services, Catamount Academic Tutoring

(CAT) Center, and the University Writing Center. Instructors also may require additional assignments or revisions of assignments to be sure that students are prepared for future writing situations. If you have concerns or questions, please contact the FYC Director.

Student Attendance

Note: To emphasize FYC's position on student absences, this information is also printed in the *Manual for First-Year Composition*.

Western's university-wide policy on class attendance underscores the FYC Program's emphasis on attendance. The University's policy reads as follows (with bolding showing FYC emphasis):

Western Carolina University expects students to recognize the positive effect on academic success of class attendance and participation. **All undergraduates are expected to attend all meetings of the courses in which they are enrolled; any absence is incurred at the student's own risk.**

Each instructor will establish the attendance requirements, make-up procedures, and guidelines for excused absences in each course and the effect that irregular attendance, lack of participation, and inadequate preparation will have upon a student's grade. The instructor will distribute written attendance policies to students at the beginning of each term. An instructor may establish special and more demanding attendance requirements for students who are performing less than satisfactorily. **Each student is responsible for complying with announced procedures for making up missed work.**

A student with more unexcused absences in a 100- (freshman) or 200- (sophomore) level course than the semester hours given for the course can expect the instructor to lower the course grade. Class attendance may be required of undergraduate students as a condition of admission or readmission to the university or of eligibility to continue enrollment. (65)

Note: Clearly state your absence policy and possible penalties on your syllabus. Make sure to also include your policy regarding punctuality.

GROUP ABSENCE: ATHLETICS/ORGANIZATIONS/CLASSES

The following description is found in the online *Student Handbook 2004-2005* (with bolding showing FYC's emphasis).

Field trips and scheduled absences should disrupt the school calendar as little as possible. Only in rare instances should they be scheduled during the last two weeks of the semester or during early registration. Prior to the trip, the faculty member in charge of the trip will give each participating student a copy of a request, approved by the dean, containing the name of the sponsor and the

group, the purpose and dates of the trip, and the names of each participating student. Every student must have each of his or her instructors affected sign the request. After the trip, the faculty member in charge will notify the dean if any students failed to make the trip.

A student who misses an examination or quiz because of an approved trip is responsible for contacting the instructor within a week after returning to make mutually satisfactory arrangements for a makeup. **The instructor is not obliged to provide a makeup class unless the student notified the instructor of the absence in advance. The student is also responsible for making up assignments and learning the material covered.** (13)

NOTE: This policy relates to athletic events as well; the instructor has discretion to distinguish between excused or unexcused absences, though many do not make a distinction.

COURSE WITHDRAWAL

FYC does not advocate that instructors to “parent” and or “keep up” with students. However, contacting a student’s advisor if he or she has missed several consecutive class meetings can be helpful. Advisors are responsible for tracking students and intervening when possible problems arise. WCU faculty may not withdraw a student from class for failure to attend. However, you may meet with the student and/or contact his or her advisor and make a recommendation of withdrawal.

If a student stops attending class but does not officially withdraw from your composition course, he or she will receive an “F” for the course. The Registrar’s Office establishes a mid-semester date by which the student may withdraw from any course with a grade of “W” if he or she completes withdrawal requirements. The Registrar’s Office also establishes a near-end of semester date for a “W” due to health (physical or mental), legal, or administrative reasons. At this point, the instructor decides whether to support the withdrawal request. (See also *The Record*’s section entitled “Withdrawal Policies and Procedures,” 57-58.)

Grades

POSTING GRADES

Regulations concerning grades are very specific and are administered through the Registrar’s Office. Faculty will receive notice of due dates and online posting dates. If you have any questions to which you do not find answers below, please contact the department’s administrative assistant or the Registrar.

5TH WEEK GRADES: Established by Academic Affairs to help identify students at risk for failing, 5th Week Grades are required from all instructors scheduled to teach 100- and 200-level students. While we understand that the nature of composition courses doesn’t allow FYC instructors to always have 5th week grades, we encourage you to create a method of estimating

student grades for the 5th week progress report. These grades allow advisors to contact and provide support services for at-risk students.

Note: Posting 5th week grades requires that faculty log on to the Faculty Web/WIN System, using your faculty ID# to post grades electronically. A window of approximately two weeks is allotted. (Paper forms will not be provided.)

FINAL GRADES: Grading sheets are put in faculty mailboxes two weeks prior to the last day of final exams for each semester (summer and MiniMester grade sheets are provided during finals week). Accompanying material will detail instructions, deadlines and dates. Standing policy asks that faculty post final grades within 48 hours of each class's final exam period. Please record grades both on the grade sheets provided and electronically. The electronic posting signifies the "official" grade. The online open "grading window" runs for approximately two weeks, and you have until the last day of this open window to change grades online. Once you have completed your grade sheets, please submit them to the department office.

If you find that a grading error has occurred, you must make the change both electronically and on paper. In the event that the grade error comes to light after the open "grading window" ends, you will need to obtain a "Change of Grade" form from the English Department as soon as possible.

NOTIFICATION OF GRADES

If students cannot access the grades in WIN or need them before they have been entered, they are to contact instructors directly. Office staff in the English Department cannot inform students of their grades. In fact, under federal law (The Buckley Amendment), *only* instructors can tell students their grades on an examination or for a course and *only* in ways that protect confidentiality. (Do not publicly post grades.)

APPEAL OF GRADES

Appeals of grades for English 101 or 102 must begin with you, the instructor and be initiated "within thirty-five days after end of final exams" (*The Record* 58). If the matter remains unresolved, a student may then appeal in writing to the Head of the English Department. This academic appeals procedure is in accordance with the university-wide procedure stated in the undergraduate catalog. If helpful in an appeal process, the student's end-of-semester portfolio may serve as partial evidence of course work accomplished.

ASSIGNING INCOMPLETES

The FYC program does not encourage assigning incompletes. A grade of "Incomplete" is only something offered to students who cannot finish the course because of circumstances out of their control with only a small percentage of the work course to be completed. The work missed must be completed within the following semester. Students who are failing the course because

of absences or due to poor effort are not eligible for an “Incomplete.” If a student requests an “Incomplete,” please use your best judgment and feel free to discuss the issue with the Director of First-Year Composition.

Note: The Registrar’s Office homepage contains forms you can download and print for grade changes, appeals, and incompletes.

Resolution of Problems

REPORTING CONFLICTS

The FYC program wants students to feel comfortable talking to faculty when problems arise. Please encourage your students to come to you if they are having difficulties with the course, assignments, other students, or you. If a conflict arises where you feel that a resolution is not possible without a third party, please discuss the situation with the FYC Director and ask for mediation. In some cases, students may request third party intervention when problems arise; if this occurs, you will be notified by the FYC Director or the Department Head. Remember, we all want to resolve conflicts effectively and in a timely manner. If you are contacted regarding a student complaint, please do not take it personally. We will follow procedures outlined by the department and university to ensure fair treatment for all concerned.

Likewise, we want our faculty to feel comfortable and safe. In the event that you do experience disruptive students, other disciplinary problems, or feel threatened in any way, please discuss the situation with the Director of FYC and the Department Head, first. The Office of Judicial Affairs is also available for advice. You may contact Jacquelyn C. McHargue, Director of Student Judicial Affairs at ext. 2381 or the WCU Counseling Center at ext. 7469 for further information.

NOTE: If a student is dangerous or appears intoxicated in any way, contact University Police immediately at ext. 7301 or 911.

CODE OF STUDENT CONDUCT

Note: This information also is referenced in the *Manual for First-Year Composition* and is added here for emphasis.

According to Western’s mission, the FYC Program creates a community of learners and respects the freedom to teach and learn. Therefore, as instructors you can expect students to abide by Western’s “Code of Student Conduct” as published in the *Student Handbook*. As noted in its introductory article, “The freedom to learn is dependent upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. All members of the university community share the responsibility to secure and respect general conditions conducive to the freedom to learn” (53). As the instructor, you are obligated to protect all students’ rights to these conditions by holding each student accountable to this code. Sections IV.B.2 (“Disruption or obstruction of teaching...” 55) and IV.B.15 (“Conduct which is

disorderly....” 56) especially relate to behavior prohibited in classroom settings or course activities.

ELECTRONIC CLASSROOM: Please address the ethics of communication in an electronic environment, your expectations, and policies. Make sure that students are aware that threatening communication in an electronic environment could fall under the jurisdiction of the Federal Communications Commission and Federal law. Students can be charged with a crime for communicating threats over the Internet. If you find that a student is in some way unethical in his or her communications with in the electronic environment, you must address this with him or her. Again, you may need to involve the Director of First-Year Composition and/or the Department Head.

EVALUATION

Annual Faculty Evaluation (AFE)

According to the English Department's Tenure, Promotion, and Reappointment (TPR) criteria (quoted in this section), the purpose of Annual Faculty Evaluation (AFE) is to "assist faculty in knowing how their work is being evaluated; assist faculty in bringing their work to a high level of professional quality; promote the continuing professional development of faculty; and to provide professional basis for assessment when decisions are being made regarding the status or merit pay increases of faculty" (5).

PROCEDURE

AFE is conducted for every faculty member in the English department by members of the AFE committee. This committee reviews each faculty member's Annual Report of Faculty Activities, Statement of Expectations and a Self-Evaluation Statement, student evaluations from each class taught in the previous **calendar** year, including the summer terms, and summary of peer observations. (NTT faculty are not required to but may include documentation of service, publications, and other activities.)

At least one class of each faculty member is visited each academic year by a member of the AFE committee. Prior to observing faculty, AFE committee members will schedule meetings with the faculty to whom they are assigned to discuss possible observation times and lesson content. "The Departmental Peer Observation Note Sheet used by each AFE Committee member while observing classes will record evidence of each of the following seven dimensions of teaching excellence":

1. Content Expertise
2. Instructional Delivery Skills
3. Instructional Design Skills
4. Course Management Skills
5. Evaluation of Students
6. Faculty/Student Relationships
7. Facilitation of Student Learning (6)

Based on these materials, the assigned AFE committee member writes a statement summarizing the "contributions of the individual with respect to each of three criteria: teaching, scholarship/creative work, and service" (7). Though NTT faculty are only responsible for teaching, the AFE committee will include summaries of scholarship/creative work and service if applicable. The Department Head also will prepare a summary statement for each faculty member.

NOTE: "Any faculty member may request an interview with the AFE Committee to seek clarification or make corrections to the Committee's summary statement" (7).

GRADUATE TEACHING ASSISTANTS

Annual Evaluation: According to the English Department Tenure, Promotion, and Reappointment (TPR) criteria, “The English Department’s Director of Graduate Studies will prepare an annual summary statement for each graduate assistant, reflecting assigned duties and perceived performance, including, when applicable, peer tutoring and/or observed teaching” (7).

Observations: “Graduate teaching assistants will be observed by the Director of Freshman English, the Director of the Graduate Program, and/or their assigned faculty mentors each semester they teach; the written reports of all those visits will be maintained in the departmental office. None of the foregoing precludes the Department Head from visiting any English class at any time, by invitation or not, for evaluative or other purposes” (8).

COURSE AND INSTRUCTOR

All instructors (including TAs) and sections in the FYC Program are evaluated each semester. Students assess what the instructor and course emphasized and comment on their effectiveness. The same instrument is used in all courses in the English Department. Nobody reads these evaluations until course grades have been submitted. Then, instructors read them as part of their self-assessment. The Director of FYC, Head of the English Department, and members of the Annual Faculty Evaluation Committee also have access to these evaluations.

Student Evaluation

RANGE OF GRADES

The Record, Western's undergraduate catalog, defines letter grades for all undergraduate courses as follows:

A - Excellent B - Good C - Satisfactory D - Poor F - Failure

All composition courses apply this range of grades. Plus and minus grades also are included in Western’s grading and quality point system, which some instructors use.

Students receive course credit with the grade of D; therefore, instructors need to assign this grade with particular concern. If a student’s development does not indicate competency in the course’s learning outcomes, and he or she does not seem prepared to write effectively for subsequent courses, then the grade of F is appropriate. On the other hand, if the student has developed competence but has lost credit for matters such as poor attendance, the grade of D may be appropriate.

CRITERIA FOR GRADES

A final grade in a composition course represents much more than an average of grades on finished texts. It is assessment of all student work during the entire term, including all written assignments (formal and informal, long and short, drafts and finals), quizzes, tests, reading, research, collaboration, participation, and any other required work. For most instructors, attendance also figures into students' course grade, and collaboration is also expected in many FYC sections.

(See also the "Learning Outcomes" section of this handbook.)

Program Evaluation

PORTFOLIO-BASED PROGRAM ASSESSMENT

Each semester, faculty members review a random sample of students' end-of-semester portfolios drawn from all sections of English 101 and 102. This portfolio-based assessment provides a picture of what Western students are capable of as writers when they complete English 101 and 102. It also helps faculty members continually develop FYC instruction and curriculum according to the program's learning outcomes for students. Results of program assessment do *not* affect students' course grades.

All English 101 and 102 students are required to submit an **end-of-semester portfolio**. Therefore, please insist that your students keep *everything* they write throughout the semester, including notes, drafts, revisions, and final versions of completed compositions or projects. Instructors will help compile portfolios from those materials according to FYC Program guidelines. Each instructor decides how much time to work with students on this portfolio. Commonly, instructors dedicate some of the last two or three weeks to the portfolio, and contributes 10% of the course grade.

NOTE: We use these portfolios to judge students who are nominated for the Ashby Wade Award (see the "Recognition of Excellence" section).

PORTFOLIO CONTENTS

FYC end-of semester-portfolios are standardized to provide consistent assessment, and results each portfolio will contain the following in this order:

- I. COVER LETTER: Student Self-Assessment Letter
- II. TWO COMPOSITIONS: One showing writing process and the second showing use of outside sources. (**NOTE:** The same text can meet both requirements, but two texts must be included.)
- III. "WRITING UNDER PRESSURE" - a composition written entirely in class
- IV. Permission to Publish Form
- V. 3.5 Formatted Disk including sections II and III

SCORING STUDENT PORTFOLIOS

We will gather for half-day retreats once or twice during the semester to score student portfolios and discuss student competency in terms of learning outcomes. To attend these retreats, faculty may assign outside activities in lieu of class meetings. Following are the scoring instructions for our portfolio-based program assessment.

Instructions

Put the portfolio's number (see front of file folder) and your reader number (1 if you are the first reader or 2 if you are the second reader) in the designated blanks at the top of the scoring rubric.

Aim for quality rather than quantity in your reviews. Previous reviewers have read an estimated three or four portfolios in an hour. Give yourself a few minutes between portfolios to clear your head and go again.

First, read the entire portfolio. Keep in mind the learning outcomes listed on the rubric as you read. Read the student's work with the rhetorical situation in mind – in other words, the relationships among writer, text, reader, context, and purpose. Feel free to jot notes on the back of the rubric sheet if you wish, but do not write on the portfolio's contents.

Then, based on all portfolio contents, score each of the learning outcomes with a 0, 1, 2, or 3. Write the score in the blank to the left of the learning outcome. Add the sub-total and total scores after completing your review of the portfolio.

RUBRIC STANDARDS

Score of 3 - Above average: The learning outcome has been met clearly and consistently throughout the portfolio. The student seems well prepared to continue demonstrating and

developing this ability in academic and professional writing situations subsequent to English 101. Development exceeds the competence expected by the end of English 101.

Score of 2 - Average (competent): The learning outcome has been met adequately on average in this portfolio. The student seems reasonably prepared to continue demonstrating and developing this ability in academic and professional writing situations subsequent to English 101. Development meets the competence expected by the end of English 101.

Score of 1 - Below average: The learning outcome has been met with limited competence or not met throughout the portfolio. The student does not seem prepared to continue demonstrating and developing this ability in academic and professional writing situations subsequent to English 101. Further development needed to have occurred in English 101.

Score of 0 - Not available for review in this portfolio. For instance, a text may be missing from the portfolio or have been done without the required work (for instance, no documentation included).

ENGLISH 101 RUBRIC

Portfolio # _____

Reader # _____

Based on this portfolio, this student has completed English 101 able to:

4) **Engage in writing as a process:**

- _____ Approach writing with an inquiring attitude of being curious and getting interested.
- _____ Develop strategies for prompting, discovering, and pulling along initial ideas and inquiry.
- _____ Develop strategies for revising content of and approach to writing (often called “global” or “bones” revision).
- _____ Develop strategies for revising structure and sentences (often called “local” or “muscle” revision).
- _____ Develop strategies for editing grammar, punctuation, and mechanics (often called “cosmetic” or “skin” revision).
- _____ Develop strategies for proofreading that yield virtually error-free writing (again, “cosmetic” or “skin” revision).

2) **Engage in writing as a product with these characteristics:**

- _____ Interest and insight in topic
- _____ Intention to communicate
- _____ Workable focus
- _____ Readable structure
- _____ Development (with information, detail, example, description, etc.)
- _____ Voice in sentences of style and variety
- _____ Accurate editing (grammar, punctuation, mechanics)
- _____ Virtually error-free (no mistakes or misspellings)

3) **Engage in primary research:**

- _____ Take active role of researcher.
- _____ Identify question about which to inquire.
- _____ Adopt method(s) to gather information relevant to inquiry.
Method(s) used: _____
- _____ Incorporate findings of research in written communication.
- _____ Use accurate internal documentation.
- _____ Compile accurate works cited or consulted.
- _____ Follow guidelines for ethical and honest work.

4) **Engage in self-assessment of process, product, and purpose in writing:**

- _____ Describe process(es) and what works and needs work in them.
- _____ Describe products and what works and needs work in them.
- _____ Describe purposes and what works and needs work in them.
- _____ Describe effects of process, product, and process on each other during this course of study.

PORTFOLIO TOTAL _____

ENGLISH 102 RUBRIC

Portfolio # _____

Reader # _____

Based on this portfolio, this student has completed English 102 able to:

- 1) **Engage in reading (building on engaging in writing as a process in English 101):**
 - _____ Read texts with an inquiring attitude of being curious and getting interested.
 - _____ Read to assist re-thinking currently held ideas, beliefs, values, knowledge.

- 2) **Engage in reasoning (building on engaging in writing as a product in English 101):**
 - _____ Analyze own and others' writing for argumentative purposes (what argument is being made and why).
 - _____ Analyze own and others' writing for argumentative strategies (how the argument gets made) including strategies for developing common ground and avoiding logical fallacies.

- 3) **Engage in secondary research (building on engaging in primary research in English 101):**
 - _____ Identify text or web sources by using search methods recommended by instructors and librarians (including use of library databases).
 - _____ Know the difference between a website and a text available electronically.
 - _____ Assess sources for relevance, credibility, and usefulness (do not limit usefulness only to sources that support; also consider sources that show disagreements and the relevance or context of the inquiry).
 - _____ Select most appropriate sources for the rhetorical situation.
 - _____ Use accurate internal documentation.
 - _____ Compile accurate works cited or consulted.
 - _____ Follow guidelines for ethical and honest work.

- 4) **Engage in writing (building on characteristics of written products in English 101):**
 - _____ Incorporate research findings in written communication.
 - _____ Integrate others' information and ideas in a way that contributes to but does not take over the writer's info and ideas.
 - _____ Integrate use of quotes, summaries, and paraphrases in a way that blends with the writer's own sentences.
 - _____ Distinguish clearly and accurately the writer's information or ideas from those of someone else.
 - _____ Interest and insight in topic
 - _____ Intention to communicate
 - _____ Workable focus
 - _____ Readable structure
 - _____ Development (with evidence, reasoning without fallacy, common ground, etc.)
 - _____ Voice in sentences of style and variety
 - _____ Accurate editing (grammar, punctuation, mechanics)
 - _____ Virtually error-free (no mistakes or misspellings)

- 5) **Engage in self-assessment (building on self-assessment in English 101):**
 - _____ Describe process of reading and assess results achieved.
 - _____ Describe products of reasoning and assess results achieved.
 - _____ Describe process of research and assess results achieved.
 - _____ Describe products that communicate research findings and assess results achieved.
 - _____ Describe interactions among writing, reading, reasoning, and researching and assess results achieved.

PORTFOLIO TOTAL _____

RESOURCES FOR TEACHING

Coulter Faculty Center for Excellence in Teaching & Learning

Note: The following information was provided by WCU's Coulter Faculty Center for Excellence in Teaching & Learning, which serves full and part-time faculty and Graduate Teaching Assistants in all areas of teaching and learning.

The Coulter Faculty Center for Excellence in Teaching & Learning wants to create an environment for the emergence of a "New Renaissance of Teaching and Learning" where becoming an ever better teacher or mentor is the most significant and recognized achievement that any faculty member can seek and where students have superior intellectual learning opportunities and experiences.

Center activities and consultations are designed to spread excitement for the scholarship of teaching and learning. We want WCU faculty to know and experience themselves as part of a teaching and scholarly community where there are continuous open discussions and support for teaching and scholarly activities, where senior faculty remember why they became teachers in the first place, where junior faculty seek excellence in teaching no less than in research, and where new faculty and Graduate Teaching Assistants (GTAs) experience a wise and compassionate teaching internship or apprenticeship

The Center is about supporting faculty in their professional development as teachers and scholars and learners. Faculty and GTAs have an open invitation to contact or visit the Center and talk with its staff, or request that Center staff meet with faculty in their offices or elsewhere. **(The Coulter Faculty Center works with full/part-time, non-tenure track, tenure track and tenured faculty, as well as Graduate Teaching Assistants.)**

CONTACT PEOPLE: Alan Altany (3702) – Director
Debra Randleman (3701) - Associate Director
Jane Kneller (7196) - Office Manager

VISION STATEMENT: The Coulter Faculty Center seeks to invigorate teaching, learning and scholarship in creative and compelling ways at Western Carolina University.

MISSION STATEMENT: As a catalyst for continuous transformation of the community of teaching and learning through the professional development of faculty, the Coulter Faculty Center

- Promotes the exchange of innovative ideas and experiences among faculty in a dynamic, supportive environment
- Provides leadership and support for the Scholarship of Teaching and Learning at Western Carolina University
- Fosters collegiality

- Assists faculty with learning-centered methods of instruction

SERVICES:

- Videotaping of one's class(es)
- Individual consultation on course development and instruction
- Open Classroom Project:

Purpose: To allow colleagues to enrich their teaching by observing the classes of others. The observer will not be evaluating the instructor or the class and all participation is voluntary and formative only. The purpose is for the observer to gain insight into different approaches to teaching that may further one's own professional development as a teacher and creator of learning.

Procedure: The Faculty Center will collect teaching schedules of faculty whose classrooms are open for observation and make that information available to part and full-time faculty and GTAs. For those who would like to visit a colleague's class, simply contact the teacher to make sure the class is meeting as scheduled on the date you would like to visit and to find out if activities planned for this date are appropriate for an observation visit.

- **Grants and Awards:** Microgrant Program
Vice-Chancellor's Instructional Improvement Grants
Collaborative Education Experience Award
- Publications include *The Teaching Quest*, newsletter for new /relatively new faculty at WCU and *The Buzzard's Roost Road Review*, the Faculty Center's quarterly newsletter
- Faculty can participate in the self-directed **Certificate of Professional Development in Teaching & Learning**
- **Books** on teaching & learning can be borrowed from the CFC library (HL 240)
- **Small Group Analysis:** CFC staff come to a class upon request by the instructor to obtain mid-term student feedback that is given to the instructor
- **Faculty Learning Communities** form each August for the duration of the academic year (all part and full-time faculty eligible).

Non-Tenure Track Faculty Resources

AAUP: (www.aaup.org/Issues/part-time/)

Adjunct Advocate Magazine: (www.adjunctadvocate.com)

Adjunct Genie: (www.ablongman.com/html/adjuncts/)

Adjunct Nation: (www.adjunctnation.com)

American Federation of Teachers of Higher Education:
(www.aft.org/higher_ed/parttime/index.html)

The Association of Writers and Writing Programs
(<http://www.awpwriter.org/>)

Campus Equity Week: (www.cewaction.org)

CCCC Committee on Contingent, Adjunct, and Part-Time Faculty:
(www.ncte.org/ccc/12/sub/state3.html)

CCCC "Statement of Principles and Standards for the Postsecondary Teaching of Writing":
(<http://archive.nect.org/ccc/12/sub/state3.html>)

Contingency Plan: (<http://web.ics.purdue.edu/~clark9/contingency>)

Lore: An E-Journal for Teachers of College Writing:
(www.bedfordstmartins.com/lore/subscribe.htm)

Workplace: The Journal for Academic Labor: (www.workplace-gsc.com)

Hunter Library

LIBRARY HOURS

Monday - Thursday	8 AM - Midnight (after week 4 of term: 8 AM - 2 AM)
Friday	8 AM - 9 PM
Saturday	10 AM - 9 PM
Sunday	Noon - Midnight (after week 4 of term: noon - 2 AM)
Intercessions and holidays as posted.	

LIBRARY INSTRUCTION

LIBRARY ORIENTATION :

All students who take English 101 and 102 receive a basic library orientation where they learn how to use the library catalog an interdisciplinary database, evaluate websites, and receive a tour of the building. Personal Librarians assigned to each FYC instructor will contact you with proposed dates for library instruction. You may change dates as necessary.

COURSE-RELATED INSTRUCTION:

FYC instructors also can request a Reference librarians come to your class and provide customized instruction for you a particular section or assignment. These work especially well when the faculty member accompanies the class and participates in the session. To arrange for instruction, call the Coordinator of Instruction at (ext. 3408).

COLLECTION DEVELOPMENT:

Faculty are encouraged to recommend books, media resources, government documents, etc. to support their curricula. Simply give your requests to your departmental library liaison.

Periodical reviews are conducted with departments on a regular basis, during which time funds can be made available for new subscriptions through cancellation of existing, little used, or no longer relevant journal subscriptions. Subject lists of Hunter Library's current periodical holdings are available from the Serials Department. For assistance, call 227-7155.

NEW PROGRAMS AND COURSES:

Part of the approval process for new courses and programs is a review of library resources. If you are planning a new course or program, make an appointment with the Collection Development Librarian and your departmental liaison to discuss your needs.

PRINT AND ELECTRONIC RESERVES:

Books, articles, chapters, and media may all be placed "on reserve" for use by your classes. Physical items will be available in the Library, whereas articles and chapters can be placed on "Electronic Reserve" for access anytime, anyplace. **Copyright restrictions do apply to all reserve materials.** Procedures, forms, and copyright guidelines can be found at our Website under the link for "Course Reserves."

HUNTER LIBRARY WEBSITE:

A dazzling array of databases, resources, and services are available through the Hunter Library ! Faculty and students can access any of our 100+ databases, find research guides on most academic subjects, download reserves, or “Ask-a-Librarian” for help. Visit us at <library.wcu.edu>.

FACULTY SERVICES*

BORROWING MATERIALS:

Hunter Library is part of the Western North Carolina Library Network, which also includes Belk Library at ASU and Ramsey Library at UNCA. The Network shares an online “card” catalog and operates a three-times-per-week delivery service called ABC Express.

The WCU ID card functions as your library card for checking out materials. Faculty may checkout books for **six months**, after which the book must be returned or renewed. Renewal may be done online or at the Circulation Desk. (You may renew online three times). Books not returned or renewed will be billed at cost plus \$20.00 for processing. Books from Hunter Library’s Browsing Collection and materials from ASU and UNCA may be checked out for **three weeks** and do incur overdue fines.

You may request a “recall” on any Hunter Library material that is checked out. The Circulation Desk will contact the person who has the item and ask him or her to return it. (Please note that you may not recall material from ASU or UNCA).

The WCU ID card may be used at all UNC libraries to check out materials when visiting those campuses. Their local checkout policies will be in effect. For assistance, please call the Circulation Department at 227-7485.

Faculty spouses and children sixteen and older may register for a Community Borrower’s card. These cost \$10.00 and borrowing privileges are limited.

REQUEST MATERIALS NOT IN HUNTER LIBRARY:

For materials not available at Hunter Library but in our joint catalog, use the **ABC Express** delivery service. If one of the two other libraries owns the item, **ABC Express** can usually deliver it in one to four days. **Interlibrary Loan** is available for materials in libraries outside of ABC Express. Policies, instructions, and order forms for **ABC Express** and **Interlibrary Loan** are on the Library Website under the “Request Materials Not in Hunter Library” link. If you need assistance, stop by the Reference Desk or call 227-7465.

Journal articles may be ordered directly from the **Ingenta** delivery service. You will need to set up a profile, and instructions for doing so are on the Library at the link for “Request Materials Not in Hunter Library.” The profile not only allows you to request articles – that may be sent directly to your desktop or fax machine – but to have tables of contents for your favorite journals emailed to you as they are published, and to create automatic searches that will be emailed to you every month.

These services are free to faculty, students, and staff.

INDIVIDUAL CONSULTATION :

Reference librarians are available to discuss your research needs and to assist you in the development of your class assignments that require research. Stop by the Reference Desk or call 227-7465 for help.

FACULTY STUDY ROOMS:

If you are involved in a specific research project that requires proximity to library collections, you may apply for one of the twelve faculty study rooms. Each room is equipped with a desk, chair, bookshelves, and a high-speed internet connection. Faculty Study Room Request Forms are available at the Circulation Desk.

*All services are provided to TAs except for the following: 1) TAs may only check out materials for 3 weeks and 2) study rooms are not available to students.

FACULTY READINGS

How Do I Respond to Student Writing in Effective and Efficient Ways?

This year's handbook includes a trio of essays on a perennial question addressed in composition studies and asked informally by faculty across the curriculum: How do I respond to student writing in effective and efficient ways? In other words, how do we do this "task" in ways that help students learn to write and that don't work us to death?

Nancy Sommers describes the mixed, even counterproductive messages instructor comments can give students and advocates for levels of response. Richard Haswell describes and documents an effective method for helping students correct errors. Peter Elbow argues for more evaluation and less grading, describing some of the practices he presented at WCU in the Fall 2003 Faculty Retreat "Teaching Writing with Elbow."

The articles by Sommers and Haswell may at first seem out-dated to non-composition specialists (published in 1982 and 1983, respectively). The dates, however, indicate the longstanding influence these scholars and these two texts in particular have. Contemporary compositionists persist in referencing the credibility of this work. The third article is by Elbow, who most people across English studies recognize as one of the field's foremost scholars with an influence spanning more than three decades.

Please allow time to read these articles. Hopefully, they will lead to conversation and individual reflection.

