

Department of English

Teaching Handbook

For

Teaching Assistants, Instructors, and Professors

4th Edition

Fall 2014

Teacher Handbook

TABLE OF CONTENTS

I. INTRODUCTION

Definition of Teacher	Page 4
Teaching Assistants	Page 4
Instructors	Page 5
Professors	Page 5
Teaching Loads	Page 5
Department Roles and Personnel	Page 5

II. COURSE PREPARATION AND INSTRUCTION

Textbook Orders	Page 6
Electronic Course Descriptions	Page 7
Syllabi	Page 7
Teacher Absences	Page 7
Conferences with Students	Page 8
Office Hours	Page 8
Room Assignments	Page 9
Assistance for Teachers of Evening Courses	Page 9
Online Courses and Using Information Technology	Page 9
Hybrid Courses	Page 10
Independent Study, Audit, and Non-Credit Courses	Page 10
Full Courses	Page 10
Students with Disabilities	Page 10

III. GRADING AND ACADEMIC STANDARDS

Student Attendance	Page 11
Make-up Work	Page 12
Extra Credit Opportunities	Page 13
Study Day and Final Examinations	Page 13
Early Intervention Reporting	Page 13
Athletic Academic Advising Services	Page 13
Student Withdrawals	Page 13
Grades	Page 14
Grade Books	Page 14
Submitting Grades	Page 14
Grade of Incomplete	Page 14
Grade Changes	Page 15
Students Grievances and Grade Appeals	Page 15
Confidential Student Information	Page 16
End of Semester Packet	Page 16

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

IV. ACADEMIC MISCONDUCT

Disruptive Classroom Behavior	Page 16
Students not Enrolled in Class	Page 17
Cheating	Page 17
Examples of Cheating	Page 17
Plagiarism	Page 17
Disciplinary Process	Page 18
Request for Hearing	Page 18
Summary Discipline	Page 18
TurnItIn.com	Page 18

V. TEACHER EVALUATION AND CONDUCT

SETES	Page 19
Evaluation of Teaching Assistants	Page 19
Evaluation of Instructors	Page 19
Evaluation of Faculty	Page 19
Teacher Mentoring and Observations	Page 20
Faculty Contract Calendar	Page 20
Teacher Conduct	Page 20
Dress Code	Page 20
Department Lounge, Library, Multi-Purpose Room, and Special Classrooms.....	Page 20
Department Calendar	Page 20
Teaching Resource Archive	Page 21

VI. TEACHING TIPS AND SUGGESTIONS

Assignments and Exams	Page 21
Grading Rubric	Page 21
Study Guides	Page 22
Class Participation	Page 22
Tips to Promote Civility in the Classroom	Page 22
How to Handle Classroom Misconduct	Page 23
Technology in the Classroom	Page 23
Tips for Preventing Plagiarism.....	Page 24
References and Resources	Page 24

VII. APPENDIX

Checklist of Teacher Responsibilities	Page 25
Americans With Disabilities Act	Page 25
Syllabi Checklist	Page 27
End of the Semester Packet Cover Sheet	Page 28
Teacher Absence Form	Page 29
Attendance Policy Form	Page 30
Plagiarism Policy Form	Page 31

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

**The University of Memphis
Department of English
Teaching Handbook:
Policies, Guidelines, and Tips**

I. INTRODUCTION

Our department is distinguished by its high-quality instruction. The purpose of this document is to provide policies and procedures that all teachers are expected to follow, as well as to provide helpful information for creating a successful classroom experience for both students and teachers. After the Introduction section, each section of this handbook is divided into two sub-sections: key policies that all teachers must follow, usually set by TBR or by the University, then general guidelines and explanations of these policies. The last section of the handbook lists pedagogical tips and suggestions. This handbook supplements the English Department's Policies and Procedures Manual and the Instruction section of the Faculty Handbook provided by the University Provost: (http://www.memphis.edu/facres/faculty_handbook.php).

DEFINITION OF TEACHER

For the purposes of this Teaching Handbook, the term "Teacher" will be used to denote all Teaching Assistants (TAs), Full-Time and Part-Time Instructors, Lecturers, and Tenured and Tenure-Track Faculty Professors, in short, anyone who teaches for this department.

TEACHING ASSISTANTS

Graduate Teaching Assistants (TAs) are graduate students who have been awarded tuition, fee waivers, and a teaching assistantship to teach two classes per semester. They receive a stipend for their duties. TAs are required to pass ENGL 7003/8003: Theory and Practice in Teaching Composition before or during the first semester of teaching. This requirement ensures that all TAs receive up-to-date theories on teaching composition, prepare class plans, and become familiar with the UofM Composition program. Requests for exemption from this requirement (i.e. suitable transfer credit) should be directed to the Director of First-Year Composition. TAs are required to participate in the CAP (Collaborative Academic Professionalization) program. CAP is designed to provide ongoing support, mentoring, and training for TAs. Through CAP, TAs will be assigned a mentor who may help develop class plans, exercises, and classroom management procedures. All TAs are expected to teach at least one semester of ENGL 1010 and one semester of ENGL 1020 before teaching more advanced courses. TAs who wish to teach upper-division courses (3000- and 4000-level courses) are encouraged to speak with a mentor or advisor about seeking help with syllabus development, class plans, textbook choices, etc., in preparation for the possibility of teaching upper-division courses. Additionally, to be considered for teaching upper-division courses, the TA should be finished with PhD coursework and comprehensive exams. Availability of upper-division courses is very limited. New and returning TAs are required to attend orientation sessions, which are offered to help with class preparation and management at the beginning of each academic year.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

INSTRUCTORS (PART-TIME AND FULL-TIME)

Instructors are hired by the department to teach courses for which they have special expertise. Individuals who have earned an MA in English or who have an MA in another field with at least 18 hours of graduate course work in English are eligible to teach undergraduate courses. One must have earned at least 9 hours in graduate literature courses to teach literature courses (including 2201 and 2202). Additionally, all teachers who wish to teach upper-division courses should have passed at least 9 graduate hours in the specific area or concentration in which they wish to teach.

Part-time instructors are encouraged to sit in ENGL 7003, if they have not taken this course. If interested, contact the Director of First-Year Writing. This course will provide core material necessary for proper classroom teaching and management. It will also ensure teachers are familiar with our department's First Year Writing Program goals. We encourage new part-time instructors to discuss their course plans with more experienced teachers who may be able to offer suggestions, material, and texts for class and exam preparation. We encourage all part-time instructors to participate in the CAP (Collaborative Academic Professionalization) program to receive support and tips for teaching. Orientation sessions for class preparation are offered at the beginning of each academic year, which instructors (both part-time and full-time) are required to attend. Other teaching workshops may be offered during the school year to help teachers with course preparation and other pedagogical techniques.

PROFESSORS (TENURED AND TENURE-TRACK)

For information regarding guidelines for tenured and tenure-track faculty, please consult the Department of English Policies & Procedures Manual.

TEACHING LOADS

The Department Chair establishes teaching loads. Generally, full-time instructors teach a 4/4 load during an academic year, although that can be adjusted upward or downward as needed by the Department. Part-time instructors can expect to teach one or two courses a semester, as Department needs dictate.

OTHER DEPARTMENTAL ROLES AND PERSONNEL

The Department Registrar and Assistant to the Chair, Ms. Laura Wright, schedules classes and classrooms and supervises permits needed for course registration including Independent Study courses.

The Department Business Manager, Ms. Merlina Conley, manages contracts necessary for hiring and supervises the allocation and purchasing of technological resources and department supplies.

The Department Undergraduate Advisor, Ms. Dale Williams, responds to student complaints and mediates grade appeals, along with advising English majors on their degree plan of study.

The Department Receptionist may assist in reserving rooms and technological resources, including TVs and DVD players, conducts the mail delivery including assigning mail boxes, and sends communications for the Chair.

The Assistant to Undergraduate Studies, Ms. Lauren Walker, manages and coordinates information and communications for the Director of Undergraduate Studies and other undergraduate programs, like the

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

English Honors Program and First-Year Composition, as needed. She also collects and reviews syllabi at the beginning of every semester.

The Assistant to Graduate Studies, Ms. Sarah Ellis, manages and coordinates information and communications for the Director of Graduate Studies, and completes the contracts for all graduate assistantships through our department.

Responsibilities for administrative roles assigned to tenured and tenure-track faculty can be found in the English Department Policies and Procedures Manual.

II. COURSE PREPARATION AND INSTRUCTION

Key Policies in this section:

- Teachers must pass FERPA certification available on *myMemphis* at the beginning of their first semester of employment before being scheduled as the teacher of record. Teachers are required to adhere to the FERPA regulations.
- The syllabus must contain teacher contact information, course descriptions and outcomes/objectives, required assignments, required texts, breakdown of grades, semester course plan, the statement required by the Student Disability Services (see page 11), and the Turnitin statement (see page 19) if use of Turnitin.com is planned for that course. The syllabi checklist used by the Department can be found on page 32.
- All teachers are required to submit to the main office a copy of their syllabus for each course at least a week before the start of classes. Teachers are also required to distribute syllabi to the students on the first day of class. The syllabus is a quasi-legal document; teachers and students should adhere to it.
- All teachers must post and keep regular office hours.
- Do not cancel classes except in an emergency.
- Teachers who are absent from class, either planned or unplanned, must fill out and submit a Teacher Absence Form to the main office.

TEXTBOOK ORDERS

Textbook orders are due several months before the semester begins, usually around mid-term of the preceding semester. Teachers will be notified when orders are due. Place orders online at the campus bookstore website (<http://www.uofmemphis.bkstr.com/>). Click on “Online Adoptions” under “Faculty Services” and follow the registration and submission directions provided. It is advisable to state “latest edition” on orders and to enter a memo on the form asking to be contacted if a requested text is not available. Try to visit the bookstore a week before classes to check orders and handle problems (i.e., incorrect edition, out-of-stock) before classes meet; modify the course syllabus, if necessary.

New teachers of ENGL 1010, 1020, 2201, and 2202 are required to use a textbook selected by a departmental committee for their teaching; desk copies of selected textbooks will be ordered by the department. Textbooks for lower division courses will be ordered for you. If you would like to add supplemental course material (such as a novel in a 2201/2202 course), you will need to order that text through the book store.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

However, experienced teachers are free to select course text(s) that are consistent with course objectives. All teachers can order supplemental readings (e.g. a book, article, column, etc.) of their choice. It may be helpful in the selection of textbooks and other reading material to talk with other experienced teachers. All teachers may request (at no cost) a desk copy, test bank, and an Instructor's Manual from the publishing company of any book under consideration. If you need assistance obtaining a desk copy, see the Assistant to Undergraduate Studies.

In accordance with a University of Memphis initiative, students must be provided with correct title, author, and ISBNs of any/all texts required for any class taught at the university. This information should be included in the book order. It should also be provided to students through the Electronic Course Descriptions on the Department of English web page (see below) and on the *myMemphis* faculty dashboard. Finally, it should also be provided on the course syllabus.

ELECTRONIC COURSE DESCRIPTIONS

The Department of English provides brief course descriptions for all upper-division and graduate courses to students in advance of registration. These descriptions are posted on our website so students can conveniently review our course offerings. In general, course descriptions include a written description of the course topic (approximately one paragraph), a list of the course assignments and grading structure, and all textbook information including title, author and ISBN. These descriptions should be submitted to the Assistant to Undergraduate Studies as soon as possible after receiving teaching schedules.

SYLLABI DEVELOPMENT AND REVIEW

The syllabus is a quasi-legal document; both teachers and students are expected to adhere to it, barring any unforeseeable events. It is a good idea to consult the online semester calendar for the first and last day of classes, University holidays, last day to drop a course, and final exam schedule and incorporate these dates into your syllabus. Note that University policy requires that final exams be given on the date and time scheduled. Do not schedule final exams during the last regular class meeting. For more information about what is required in the syllabus, please see the Appendix.

The first- and second-year courses have requirements for writing components, approved through the departmental Lower-Division committee. These include: ENGL 1010—a minimum of 5000 words; ENGL 1020—a minimum of 7000 words; ENGL 2201/2202—a minimum of 3000 words. Please consult with the Director of Undergraduate Studies for questions about these requirements.

At the beginning of each semester, all teachers, including those who teach online courses, are required to submit a copy of each syllabus for every class taught in the department. Syllabus collection is necessary for departmental-wide evaluation and accreditation. Teachers are required to turn in these copies (in hard copy) the week before the first day of classes for each semester, and teachers are required to distribute their course syllabi (via eCourseware, email, or hard copy) to students on the first day of class. All department syllabi will be reviewed according to the Syllabus Review Checklist included in the Appendix. Syllabi missing any of the required details listed above will be returned to the teacher for revision.

TEACHER ABSENCES

It is important not to miss class, and it is important to teach each class for the full, allotted time as credit hours are contingent upon a state-mandated minimum number of contact hours (37.5 hours per

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

semester). Do not cancel classes immediately preceding a vacation or holiday. Please do not cancel class, except in an emergency; in such cases, teachers should call the Department office (678-2651) to request that classes be canceled. Teachers who must miss a day (or more) of teaching are required to complete a “Teacher Absence Form” (available in the appendix) and submit that to the Department Receptionist or Assistant to Undergraduate Studies either before the absence (in the case of planned absences) or immediately upon the return (in the event of unplanned absences). Substitute teachers are not provided by the Department; teachers should arrange for a substitute teacher on their own, if they require such assistance. On occasions when a substitute teacher is used, please be sure to include this information on the “Teacher Absence Form.”

CONFERENCES WITH STUDENTS

Many teachers like to hold individual conferences with students and will cancel class in order to create enough time to meet with all students. Unless you are teaching ENGL 1020, no more than one week of classes in a semester should be cancelled for student-teacher conferences. Instructors of ENGL 1020 can cancel two weeks of classes in order to hold conferences with students. For each week you cancel classes, you must meet with every student in your class once.

If you cancel class, then students must be required to attend a conference with you. You cannot cancel class and make conferences optional. Students should be held accountable if they miss a conference, earning the number of absences for the number of class periods you have cancelled. Such class cancellations still require that a “Teacher Absence Form” be submitted to the Department Receptionist or Assistant to Undergraduate Studies.

OFFICE HOURS

All teachers are required to hold office hours on a regular basis for students who need to meet for additional assistance. It is also wise to encourage students to schedule appointments for meetings. TAs and full-time instructors will be assigned office space; however, part-time instructors are not usually assigned office space, per university policy. Part-time instructors may consult with the Director of Undergraduate Studies or Assistant to Undergraduate Studies for questions about office space and office hour locations (for example, a publically accessible space, like McWherter Library or the Departmental Lounge).

At the beginning of each semester, all teachers should list office hour schedules and locations on their syllabus and on office doors, if assigned office space. In addition, teachers will submit scheduled office hours and locations to the Department Receptionist by the end of the first full week of each semester.

Minimum required office hours are as follows:

Credit Hours Taught	Minimum Required Office Hours Per Week
0-3	2
4-6	3

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

7+

4

1. For the purpose of this chart, none of the following will count toward the credit hour total: internships, independent studies, service courses, and thesis/dissertation direction.
2. Teachers of online courses will apportion an appropriate number of the above-listed hours for online office hours.
3. Part-time instructors without offices will make arrangements to see students for the appropriate number of hours in another area.

ROOM ASSIGNMENTS

Most departmental courses are scheduled in Patterson Hall, although freshmen and sophomore level courses may be held elsewhere. Some teaching and classroom assignments are made just before classes begin, as the University often waits for enrollment figures to assign rooms. Look up room assignments on the *myMemphis* course schedule immediately before the first class meeting. If the classroom assigned is not inadequate for the number of students, teachers should contact the Registrar as soon as possible to request a different room. Classrooms will only be changed if maximum enrollment violates fire code. Do not change classrooms without an official change verified by the Department Registrar.

Almost all courses are scheduled in technology-enhanced classrooms outfitted with computers, LCD projectors, VCR/DVD players, overhead projectors, and screens. The Department also owns several laptops, smart-carts (computer, VCR, LCD projector), slide projectors, and televisions with VCR/DVD players. Contact the Department Receptionist or the business manager to reserve equipment in advance to ensure its availability; return equipment immediately after use. Notify the Department Receptionist or business officer of equipment problems.

Special Teaching Assignments and Issues

ASSISTANCE FOR TEACHERS TEACHING IN THE EVENING

Teachers of evening classes or at off-campus sites may need additional services or resources. The Department is eager to assist whenever possible. Please feel free to contact faculty and staff if assistance is needed.

ONLINE COURSES AND THE USE OF INFORMATION TECHNOLOGY

All courses are automatically given an online course shell in the course management system, *ecourseware* (<https://elearn.memphis.edu>), which allows teachers to use some of the online options for their classes. Many teachers find it helpful to use some computer aids to supplement traditional classroom environments. Such options might include student blogs, wikis, or discussion boards to enhance class discussions, quizzes, and online assignments and examination submissions. The Advanced Learning Center (<http://www.memphis.edu/alc>) offers many workshops and training sessions for teachers who wish to incorporate more computer technologies into their courses. Teachers who wish to teach completely online should request such a course from the Registrar and the Director of Online Programs. Teachers of online courses are required to submit copies of their syllabi and to hold online office hours.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

HYBRID COURSES

A hybrid class is one in which traditional on-site delivery models and strategies are blended with online delivery models and strategies. Approval to teach a hybrid section of a class is at the discretion of the Chair of the Department of English. Teachers wishing to offer a hybrid course should propose that course (rationale and syllabus) to the Chair and the appropriate committee before the class is listed on Banner for student registration. Thus, such proposal should be made in the academic year prior to the proposed semester of teaching. In addition, the following special considerations apply to hybrid classes offered in the Department of English:

- There is a special designation in Banner that is used to indicate when a class is considered a hybrid class. Hybrid classes must use this designation when they are placed on the schedule.
- The amount of time spent in an on-site classroom should not drop below 50% of the total contact hours required for the class. For instance, in a class normally scheduled to meet twice per week, in a hybrid version of that class the class must meet in an on-site classroom *at least* an average of once per week during the course of the semester. The first day of class at the beginning of the semester should always be held on-site, and teachers are required to hold on-campus office hours according to the normal office hour policy.

INDEPENDENT STUDY, AUDIT, AND NON-CREDIT COURSES

Other special course circumstances include those of students who wish to audit courses or take a course for non-credit. Students may not sit-in on classes unless they are officially enrolled as an audit student. In general, the only exception to this rule is if the class observation is part of a mentoring arrangement between the teacher and the non-enrolled student. In such cases, the teacher should have arranged for the class visitation prior to the class meeting.

Students occasionally wish to set up Independent Study courses and will contact a teacher to request such a course. An experienced teacher or faculty member may permit such an independent study; however, he or she must clearly delineate the demands of the independent study course in a syllabus, to which the student agrees. Forms for instituting an Independent Study can be found on the Department web site, and should be submitted to the Department Registrar. It should be noted that teachers receive no monetary compensation or course-load reduction for conducting Independent Studies.

FULL COURSES

Often, students are slow to register and will try to register for a class that is already full; to do so, however, students must seek a special permit from the Department Registrar before they are allowed to enroll. As a general rule, the department will not issue permits to enroll for classes that are full. Teachers are discouraged from allowing extra students into classes. An experienced teacher, however, may make a written statement to the Department Registrar asking for permission. If approved, the Department Registrar will issue an enrollment permit. Moreover, as a general guideline, teachers should not allow students to register for their classes after the last late registration day of the semester.

STUDENTS WITH DISABILITIES

Disability Resource for Students (DRS) asks that the following statement be included on all course syllabi: "Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 678-2880. DRS coordinates accommodations for students with documented disabilities."

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

A student who requests disability-related accommodations for a particular course should provide the teacher with a memo from DRS. The memo verifies that the student is registered with DRS, is regarded as a person with a disability, and that the listed accommodations are considered appropriate and reasonable, considering the functional limitations of the disability. Students who provide accommodation memos to teachers have already provided appropriate disability documentation to DRS, so teachers should not ask students for documentation other than the memo from DRS. If the student requests disability-related accommodations but is not registered with DRS or does not have an accommodations memo, the teacher should refer the student to DRS.

Students who present the appropriate paperwork with listed accommodations can take their exams at DRS. The process is simple: before the test, the student brings the teacher a form for approval of special needs which DRS may provide (e.g. enlarged type, reader, time and a half, etc.). The form also advises DRS when and where to return the completed exam. The student gives the teacher a copy of the form and takes one to DRS. Teachers then must prepare a copy of the exam a few days in advance for submission to DRS (by email, fax or campus mail), but the DRS office will handle all other details and return it to the teacher for grading. Students with disabilities may also find other course assignments (reading requirements, class presentations, written assignments) difficult and may have appropriate accommodations suggested to them by the DRS.

For more information about DRS and for tips about accommodating students with disabilities, visit the DSR website (<http://www.memphis.edu/drs/index.php>).

Teachers should review the following guidelines provided by the Americans with Disabilities Act included in the Appendix.

III. GRADING AND ACADEMIC STANDARDS

Key Policies in this section:

- Attendance must be taken for the first two weeks of classes, and students who fail to attend a single meeting during this period must be reported via the *myMemphis* Faculty tab.
- Attendance may be used as a factor in the calculation of course grades; such attendance policies and their impact on final grades must be clearly stated in the syllabus.
- Final exams must be administered on the date and time assigned by the university.
- Course grades must be entered via *myMemphis* by the deadline.

STUDENT ATTENDANCE

University policy requires that all teachers track class attendance early in the semester. Teachers are required by state law to notify the Registrar of students who fail to attend during this initial period. Use *myMemphis* to report all students who have not attended any meetings during the first two weeks of classes (fall/spring) or the first week of classes (summer). These students will be sent a "Notice of Non-Attendance." Students accept both fee and grade liability at the time of registration. Those who do not attend class are responsible for processing an official drop/withdrawal. In order to avoid fee or grade liability, students must drop/withdraw prior to the first day of classes for the session in which the course is taught. Students who stop attending class without officially withdrawing usually incur a grade of "F."

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

The Department of English discourages use of attendance as an isolated determiner of final grades. Instead, the Department asks that grades be based on exams, quizzes, writing assignments, and other assessment instruments whose object is the measurement of a student's learning according to the stated objectives and learning outcomes of the course. However, teachers who wish to use attendance in computing grades must clearly state their attendance policy on the course syllabus and discuss this policy at the first or second class meetings. These policies must explain how attendance will be calculated in determining the course grade, and teachers should always keep careful records of student attendance and grading calculations. The Department also asks that teachers show some leniency towards students who must miss class because of serious illness or other emergencies but who are willing to make-up their missed work. Reasonable accommodation, within the limits established by the attendance policy on the course syllabus, should be shown to those students who may have missed class but are otherwise diligent in their course work.

The Lower-Division Committee of the Department of English has recommended an attendance policy for use with ENGL 1010, 1020, 2201 and 2202 courses. Teachers of these courses should not use an attendance policy stricter than the example below.

“English 1010, 1020, 2201, and 2202 are courses that require perceptive, reasoned writing and reading assignments. Class work stresses supervised writing and rewriting activities, as well as an exchange of ideas and information occurring through in-class discussions. Students must develop critical and analytical skills—in particular, logical and coherent thinking. Specific assignments, including texts for reading and analysis, library work, and writing assignments, are often detailed and involved. Regular class attendance is absolutely necessary. Teachers are not obliged to reschedule examinations or other work missed because of absences. The student may be subject to failure for more than six (6) unexcused absences from classes that meet three times per week, for more than four (4) unexcused absences from classes that meet two times per week, or for more than two (2) unexcused absences from classes that meet one time per week.”

Note: Tuition and fee-paying students who generate excessive absences cannot be barred from attending class if they choose to come to class. Even if the number of absences is so excessive that the student cannot, mathematically, pass the class, that student still must be allowed to attend class if he/she chooses. Under no circumstance should a student be informed by a teacher that he/she may not attend future classes because of excessive absences. The teacher is free to discuss with the student the impact of those excessive absences on the cumulative class grade, but the teacher should stop short of recommending that the student withdraw from the class, or that the student not return to class.

MAKE-UP WORK

Teachers may decide how to resolve missed exams, assignments, or other class work. Options include an alternative exam, a separate assignment, or weighing remaining assignments more heavily. However, teachers are not required to offer make-up work. Teachers should state policies for make-up work clearly on their syllabi and are responsible for applying policies in a consistent manner for all students. Be sure students understand that they must notify the teacher immediately if they miss an exam; state this on the syllabus.

EXTRA CREDIT OPPORTUNITIES

Teachers are under no obligation to allow extra credit opportunities for their students, although many wish to do so. Extra credit opportunities for students must be completed and graded within the time limit of the semester; in other words, do not allow students to complete extra credit opportunities after their final grades have been posted. Extra credit opportunities must also be provided to all students of a course fairly and equally.

STUDY DAY AND FINAL EXAMINATIONS

Every semester, the University provides a day known as study day to students after the last day of classes and before the start of final exams. Study day is not to be used for any mandatory meetings with students, like make-up classes, review sessions, or examinations. Instead, this day is to be used by students to study before taking their final exams.

University policy specifies that finals may NOT be given during the last regular class meeting; rather, they must be given on the date and at the time listed in the Schedule of Classes, published online each semester/summer term. The department strictly follows this policy.

Final exams should start promptly at the designated times and may not extend beyond the period indicated (two hours for fall and spring semesters, ninety minutes for summer terms). Students who take exams at Disability Resource Services may schedule a different time. Make-up examinations may be given after the scheduled time to students who have been absent and who are able to justify their absence. A student who is absent from the final exam without permission incurs a grade of F and, depending on the exam's weight, may incur a grade of F for the course.

EARLY INTERVENTION REPORTING

The University asks all teachers to report students who are struggling academically in their classes. Such reporting is sent to the students' advisors who will help the students determine appropriate steps for success. Teachers will receive these requests through email from the Vice-Provost's office; please respond fairly and accurately within the specified time to help ensure student success. Teachers may also report students for early intervention via their faculty tab on *myMemphis*. Early intervention is important to because it can encourage students to succeed in the classroom and discourage grade complaints. For assistance with Early Intervention Reporting, contact the Undergraduate Advisor.

ATHLETIC ACADEMIC ADVISING SERVICES

All student athletes are advised and supervised by the Center for Athletic Academic Services (600 Wilder Tower). This office periodically asks teachers for reports on their students' progress and success in courses. When receiving these requests, report fairly the students' progress, or lack thereof, and return these reports to that office in a timely manner. These reports may also be delivered to the administrative assistant for Undergraduate Studies who will ensure that the reports are delivered in bulk to the Athletic Academic Advising Office.

STUDENT WITHDRAWALS

Students will occasionally exercise their right to withdraw from a class. Typically, there are no circumstances in which a teacher should seek out a student in order to suggest to a student that he or she should withdraw from a class. Teachers are, however, encouraged to make use of the Early Intervention Reporting forms available in *myMemphis*. Should a student seek out a teacher and ask for

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

an opinion about whether or not he or she should drop, the teacher is free to go over the student's grades and the grading scale of the class. The teacher is free to counsel the student on how to improve his or her work in future assignments, but the decision to drop must be made by the student.

GRADES

Teachers are responsible for determining the manner of grading and for reporting grades for all students in their classes at the end of term. Teachers are free to determine a fair manner for evaluating and grading students, but grading criteria must be clearly delineated on every syllabus. Students also have the right to know their grades before the last drop date of the semester, usually near mid-term. The evaluation of student's work is expressed by grades which the university converts to points for the purpose of calculating the Grade Point Average (GPA). A simple numeric grading scheme follows:

97-100	A+	94-96	A	90-93	A-
87-89	B+	84-86	B	80-83	B-
77-79	C+	74-76	C	70-73	C-
67-69	D+	64-66	D	60-63	D-
				below 60	F

GRADE BOOKS

All teachers are required to keep and maintain student grades; such grades should include student attendance, grades on assignments, course requirements, and final grades. Many teachers keep this data on a spreadsheet or eCourseware. Others prefer to keep their course data in a handwritten grade book, which can be provided to the teachers by the Department. All teachers are required to keep copies of student grades, syllabi, graded and un-returned student work, etc. for one academic year after the course has ended in case a student appeals his or her grade. Grade books or spreadsheets should be included in the End of Semester packet. (See page 16).

Any teacher who leaves the University or retires should submit his or her grade books (or other copies of student grades) to the Department before departing.

SUBMITTING GRADES

The deadline for submitting final grades is announced by email a few weeks before the end of the semester, and is usually about 2 days after the last final exam for that session. It is essential that teachers submit grades on time; grades that are not entered automatically convert to an "F," and substantial paperwork is required to change late grades. Teachers are responsible for knowing when and how to submit final grades by the deadline. Final grades can be entered on the course class list, found on the faculty tab on the *myMemphis* site. Students who complete the SETEs may view their grades online through *myMemphis* once course grades are entered by the teacher; all students may view grades after they are finalized, a few days after grades are due.

GRADE OF INCOMPLETE

The grade of "I" (Incomplete) may be assigned by a teacher in any course in which the student is unable to complete the work for some unavoidable reason that the teacher deems acceptable. The "I" may not be granted to students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of "I" within 45 days (90 days for a graduate-level class) from the end of the term in which it was received (see University Calendar), the "I" will be changed to "F." If a teacher grants an "I" grade, then he or she is agreeing to be available to the student for questions and

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

concerns about the remaining assignment and for completing the final evaluation of the student's submitted work by the deadline.

The student will be certified for graduation only when all requirements are met, including removal of "I" grades. For students who have an "I" in a course required to fulfill degree requirements in the semester in which they expect to graduate, the certification process and graduation will automatically be deferred to the next term.

GRADE CHANGES

Generally, grades properly issued by the teacher of record will not be altered except when an error was made in computation or reporting, or as a result of a formal grade appeal. Teachers who find it necessary to change a reported grade for some reason must fill out a Request for Grade Change form (available online at <http://www.memphis.edu/registrar/forms.htm>) and submit it to the Department Chair for a signature. A grade other than "I" or "IP" may not be changed as a result of additional work after a grade has been submitted to the Office of the Registrar. The Grade Appeals procedure is described below.

STUDENT GRIEVANCES AND GRADE APPEALS

If a student has a problem with a grade or wishes to dispute a grade, he or she should first meet with the teacher to reach a better understanding of the given grade or to reach a compromise or agreement to revise the assignment within a reasonable timeframe set by the teacher. If, at this point, the teacher and the student fail to reach an agreeable solution, then the student should consult the English undergraduate advisor for complaints. Complaints in graduate courses are referred to the Department Chair.

The procedures followed by the undergraduate advisor:

- A. The undergraduate advisor hears the complaint and attempts to resolve it with the student. The undergraduate advisor will determine if the complaint warrants further action.
- B. If the complaint is not resolved at the first level, the Undergraduate Advisor will give a written description of the complaint to the faculty member and attempt to bring the faculty member together with the student to resolve the matter.
- C. In the case of a complaint in a lower division course not being resolved, the student may take the complaint to the Chair.
- D. If the complaint is not resolved at the Departmental level, the student should follow the steps listed at http://www.memphis.edu/ugcatalog/acad_reg/ug_grade_appeal.php.

Teachers are responsible for evaluating student work and assigning grades. Grade appeal procedures provide a review process 1) for a student to understand the reasons why the grade was assigned, 2) for the teacher to become aware of and correct possible errors, 3) for the appropriate department and college supervisors to review the basis on which a grade has been awarded and to correct cases in which a grade is determined to have been assigned based on arbitrary or capricious action or other reasons not related to academic performance.

If the teacher is not notified in writing of the nature of the complaint, it cannot be used for evaluation or for any action concerning the teacher.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

CONFIDENTIALITY OF STUDENT GRADES AND INFORMATION

Grades may NOT be posted in public. FERPA regulations state that student information, social security numbers, and grades must be kept confidential. Do not speak publically (or via social media) about students' work, post grades publically, or leave graded student work in an area where others can access it. No graded student work may be left by teachers in the hallway outside his/her office for students to pick up. If it is necessary to deliver graded material to a student and the teacher cannot do it in class or in person during office hours, then the teacher should put the material into an envelope with the student's name printed on the exterior of the envelope and bring it to the administrative assistant or the receptionist in the main office.

END OF SEMESTER PACKET

At the end of each semester, all part-time instructors and TAs are required to submit a copy of the syllabus, assignment prompts, attendance records, summary disciplinary records (if any), the grades for all students, and any graded work not returned to students for each class taught. These materials, called end-of-the-semester-packets, should be submitted to the Director of Undergraduate Studies or the administrative assistant on or before the last day to submit grades (See "End of the Semester Packet Cover Sheet" in the Appendix).

IV. ACADEMIC MISCONDUCT

Key Policies in this section:

- The teacher is authorized to respond in a professional manner to any case of classroom misconduct, including cheating, plagiarism, and disruptive behavior.
- Cases of academic misconduct or suspected plagiarism must be filed with the Chair.
- Teachers have the option of summary discipline for cases of student academic misconduct (e.g. cheating, plagiarism) but they **MUST** inform the Chair if they wish to take such action.
- Teachers who wish to use Turnitin, the anti-plagiarism software licensed for the University, must indicate it on their syllabi.

DISRUPTIVE CLASSROOM BEHAVIOR

Disruption includes conduct that intentionally interferes with normal classroom procedure, academic evaluation, or another student's right to pursue course work. Teachers have ultimate control over classroom behavior and may eject any student engaged in disruptive conduct; however, most inappropriate or minor disruptive behavior may be stopped if the offending student is spoken to privately about the behavior. Warn students who persist in disrupting class that they may be ejected from the class. After such a warning, if the disruptive behavior persists, a teacher may ask the student to leave the class. If the student refuses to leave the class, then the teacher should contact campus security at (678-4357).

Class misconduct also includes any physical abuse or threat of abuse, whether on or off campus, that is related to classroom procedure or academic evaluation. Threats of physical harm are considered more dangerous than minor, inappropriate behavior; these kinds of threats should be reported immediately to campus security. Under no circumstances should any teacher attempt to physically remove a disruptive student from the class; leave that responsibility to campus security.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

Any cases in which a student has been asked to leave the classroom for disruptive or violent behavior should be reported to the Department Chair and Office of Student Conduct, (678-2298). The University Judicial Officer will meet with the teacher and the Department Chair before the next class meeting to determine an appropriate course of action.

NOTE: Students who have been asked to leave a class for whatever reason must be allowed to return to class the next day, unless the teacher has been advised in an official capacity not to allow the student back by the Office of Student Conduct or some other administrative agency. In the absence of such official notification, tuition and fee paying students have a right, provided they act responsibly, to attend classes in which they are enrolled.

STUDENTS NOT ENROLLED IN CLASS

You should also be aware that some students who are not enrolled for your course may try to attend. You should not allow any student who is not officially enrolled in your course to attend the course, whether to take notes for a friend, to “sit-in” on a course without paying tuition, or if the student is simply lost. If you find a student attending your class without verification of his or her registration, please contact the Director of Undergraduate Studies or the Department Registrar.

CHEATING

To prevent cheating, teachers should take care to protect the security of their exams. Teachers should specify what materials are allowed to be used during exams, including take-home exams. Many teachers find it very helpful to prohibit the use of iPods, cell phones, or other text messaging devices in their classes on exam days. In the case of suspected cheating, collect the student’s paper, test, and any other relevant evidence and prepare a letter that clearly describes the suspicious nature of the student’s behavior. Submit all the evidence to the Chair and then to the Office of Student Conduct.

EXAMPLES OF CHEATING

- The use of any unauthorized assistance in taking quizzes, tests, or examinations;
- Using sources beyond those authorized by the teacher in any classroom assignments;
- Acquiring tests or other academic material without prior approval from the teacher;
- Misrepresenting assignments as the product of a student’s sole independent effort;
- Failing to abide by the instructions of the proctor concerning test-taking procedures;
- Influencing, or attempting to influence grading and/or evaluation through coercion;
- Any forgery, alteration, unauthorized possession, or misuse of University documents (e.g. course permits, late withdrawal forms, add/drop slips).

PLAGIARISM

The English Department supports the University’s plagiarism policy which defines it as “including, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (University of Memphis, Office of Judicial and Ethical Programs). A teacher who suspects plagiarism in a student’s written assignment should first contact the Undergraduate Advisor or Chair who will help the teacher choose a method of discussing this allegation with the student and an appropriate consequence, which may include having a student re-write the assignment, a lowered grade

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

or failing grade on the assignment, or failing the course. Then, the teacher must contact, in writing, the student and ask for a meeting in which to talk to the student about the accusation of plagiarism. If, after that meeting, the teacher decides to discount the student's grade either on the assignment or on the final grade, the teacher must notify the Chair and provide all written evidence of the plagiarism (student's written assignment, the meeting request letter, the original source material, etc.). Copies of all the paperwork are kept in the office of the Undergraduate Advisor and are sent to the Office of Student Conduct. At this point, the Chair will notify the student, in writing, that the student's grade has been discounted and that the student may appeal that decision by requesting a meeting with the Chair to discuss the accusation of plagiarism and the grade. Normally, very few students request a meeting. If, however, such a meeting between the Chair and the student is requested, and if that meeting does not result in the student's acknowledgement of reasonable consequence, then the student may appeal the grade decision by requesting a hearing from the Office of Student Conduct.

DISCIPLINARY PROCESS

All teachers who suspect student dishonesty or plagiarism should contact the Undergraduate Advisor to determine if an actual violation has occurred. The incidents will then be reported to the Chair and to the Office of Student Conduct. Also see the Code of Student Conduct in the Student Handbook (<http://www.memphis.edu/studentconduct/pdfs/csrr.pdf>). Teachers can choose either of the options below:

- **REQUEST FOR HEARING**

A teacher may request a hearing for an allegation of academic misconduct by contacting the University judicial officer or Academic Discipline Committee, who are faculty and students appointed annually by the president. A student found guilty of academic misconduct by the Committee may be awarded a grade of "F" for the course, assignment, or exam at issue, and is subject to additional disciplinary sanctions including suspension or expulsion. Hearing procedures are outlined in the Code for Student Conduct.

- **SUMMARY DISCIPLINE**

Teachers who have good cause to believe that a student has engaged in academic misconduct may choose to exercise summary discipline, in which a student's grade in the course, assignment, or exam affected by the alleged misconduct may be lowered to any extent, including a grade of "F". However, teachers who choose to exercise summary discipline must notify the Chair. The Chair will notify the student of the action in writing and advise the student of the right of appeal to the Academic Discipline Committee.

For complete details on policies and procedures, see The University of Memphis Code of Student Rights and Responsibilities (<http://www.memphis.edu/studentconduct/misconduct.htm>).

TURNITIN.COM

The Advanced Learning Center also provides access to the anti-plagiarism service, turnitin.com, which can be accessed at http://www.webjam.com/alcelearning/turnitin_academic_integrity. Teachers who plan to use Turnitin must include the following statement on the course syllabus provided by the Office of Legal Counsel:

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

V. TEACHER EVALUATION AND CONDUCT

Key Policies in this section:

- All courses are evaluated by students (SETES).
- Courses taught by TAs will be evaluated by a teaching mentor; other instructors and faculty may be observed for evaluation purposes.
- Teachers must adhere to FERPA policies, avoid sexual harassment, and avoid misconduct in the classroom. Teachers who disregard these policies in their teaching may be removed from their positions.
- Teachers are expected to follow the Faculty Contract calendar.

SETES (Student Evaluation of Teaching Effectiveness Survey)

The SETES is a student survey used to evaluate a teacher's performance. The survey is voluntary for students and is conducted online through students' *myMemphis* site. The goal is a maximum response rate, so it is important to stress to students the importance of completing the questionnaire for each of their classes. Students who complete the SETES are allowed to view grades as soon as they are posted. SETES results are not available until the end of the semester; teachers are encouraged to use the results of the SETES to help them improve their courses and instructional technique. When SETES results are released, the Chair may wish to discuss the results with each teacher.

EVALUATION OF TEACHING ASSISTANTS

During the semester, a professor from the department, usually the Director of First-Year Composition or a teaching mentor, will observe TAs for evaluation purposes. In such cases, the professor will meet with the TA to offer feedback. TAs should use the feedback to improve their teaching, and, if needed, the class may be re-evaluated to determine if teaching effectiveness has improved.

EVALUATION OF FULL TIME AND PART-TIME INSTRUCTORS

Both full- and part-time instructors can expect to be observed by the Department Chair, the Director of Undergraduate Studies, the Director of First-Year Composition, or a member of the Upper or Lower-Division committee during the academic year for the purposes of both mentoring and evaluation.

EVALUATION OF TENURED AND TENURE-TRACK FACULTY

As part of both the tenure and promotion process, as well as the annual faculty evaluation process, classes taught by tenured and tenure-track faculty may be observed periodically by the Department Chair or other faculty members.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

TEACHER MENTORING AND OBSERVATIONS

All teachers are encouraged to invite other teachers into their classroom from time to time for the purposes of classroom observation. Such observations can be of considerable use in gaining feedback on one's teaching strengths and weaknesses.

FACULTY CONTRACT CALENDAR

Each year, an academic contract calendar posts the dates through which faculty should be on campus and prepared to work. These dates include both the first date on which faculty should report to campus and the last date on which faculty are on campus. All teachers, including TAs, full-time instructors, and tenured and tenure-track faculty should adhere to these dates. This information can be found at the Faculty Contract Calendar on the Provost's Faculty Resource site at <http://www.memphis.edu/facres/calendars.php>.

TEACHER CONDUCT

All teachers must adhere to university policy regarding teaching faculty. For instance, all teachers are required to avoid sexual harassment, and misconduct is strictly prohibited. Teachers are also required to complete FERPA training before beginning teaching and to adhere to FERPA regulations. Misconduct in the classroom (belittling students, unethical grading procedures, inappropriate lectures or course materials, etc.) may result in a teacher being removed from a class or not being re-hired. Appropriate teacher conduct may not always be limited to a classroom; when using social networking sites and other publically accessible media, teachers should never belittle their students, reveal grades, or otherwise conduct themselves in an unprofessional manner that would damage the University's and/or the Department's reputation. Please read the online Faculty Handbook for details on all regulations (http://www.memphis.edu/facres/faculty_handbook.php).

DRESS CODE

The English department does not have a formal dress code for its faculty, instructors, or teaching assistants. Attire in the classroom should be, in any event, neat and professional. Keep in mind that students respond more politely and more respectfully to those teachers who dress professionally and respectfully.

DEPARTMENT LOUNGE, LIBRARY, MULTI-PURPOSE ROOM, AND SPECIAL CLASSROOMS

The Lounge (PT 403), which holds a refrigerator and a microwave, may be reserved for special events, like faculty luncheons. The English Department Library (PT 335) should not be used as a classroom, unless approved by the Chair, but rather for smaller special events, like committee meetings and graduate student defenses. The Multi-Purpose Room (PT 456) should be reserved for special events that involve a large number of people, like public presentations and department meetings. Special classrooms, like #221 The African American Literature Reading Room, #448 The Applied Linguistics Center for Research and Education, and #227 The Professional Writing Studio, are used primarily for special events and courses within those respective concentrations. Requests to use any of these rooms should be made to the Department Receptionist well in advance of the proposed date. Reservations to use the special classrooms also need the permission of the appropriate concentration coordinator, which will be obtained by the Department Receptionist.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

DEPARTMENT CALENDAR

The Department keeps a calendar of committee meetings, public events, and deadlines. This calendar will be managed by the Registrar through the Outlook email system. Every teacher in the Department will have access to this calendar through an emailed invitation. Once the calendar invitations are accepted and opened, teachers will be able to view all scheduled events and meetings. All standing committees and concentrations in the Department must post their meeting times and agendas on this calendar, which can be done by sending the Departmental Receptionist an email. Other events, like graduate student defenses, readings of creative work, and presentations by visiting scholars, may also be placed on this calendar by contacting the Departmental communications coordinator. Approved minutes of standing department committee meetings are also placed, retroactively, on the Department's calendar.

TEACHING RESOURCE ARCHIVE

Along with the online calendar, the Department also maintains a virtual archive system through eCourseware. This archive is used to store approved course descriptions and objectives, departmental syllabi for ENGL 1010, 1020, 2201, and 2202, resources for teaching undergraduate classes (sample syllabi, exams, assignments, lecture ideas, etc.), and policy forms, like the teacher absence form. Every teacher in the Department can receive access to this archive by emailing the Department Registrar.

VI. TEACHING TIPS

TEACHING CHECKLIST

A checklist of teaching responsibilities appears in the index. Use the checklist to make sure you have accomplished all the necessary tasks to make your semester go smoothly.

ASSIGNMENTS AND EXAMS

Each teacher is encouraged to incorporate his or her own appropriate expertise and experience in class discussions and lectures. Prepare lectures and notes for class discussions well before beginning each class. Good assignments and exams take considerable effort to prepare and to grade. Plan assignments and exams early. It is strongly recommended that course work be spaced evenly over the semester. It is usually a good idea to schedule due dates for papers and projects before the last week of classes. This organization prevents overloading students with several papers and exams, and it protects you from having to grade papers while also preparing and grading final exams.

Many English classes require that students complete some writing assignment, which may include papers, essay questions, and/or take-home exams. Offer students clear and detailed guidelines to help them prepare all written assignments and explain how to properly obtain and use source material.

When creating an assignment or exam, use simple, clear phrasing in your questions. It is wise to write brief questions in simple English. Avoid writing questions/answers that contain multiple clauses or components (e.g., "Which of the following involves x plus y and/or z but not q?"), double negatives (e.g. "Which of the following is not false...") or orphaned sentences (i.e., questions or multiple choice options which carry onto the next page).

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

You are free to announce extra-credit opportunities for students to increase (by a small bit) their final grades. These opportunities should be equally accessible for all students and should strive to enhance student learning of the course objectives.

GRADING RUBRIC

For those teachers wishing to use a more descriptive grading rubric, the following model, offered here for illustrative purposes, may be helpful.

- **A 90-100%:** Excellent work overall. The assignment reflects intelligent, logical, and thought-provoking consideration of the topic, a high degree of skillful writing, a thorough response to the assignment requirements, and a strong command of academic language use, with very few errors noted.
- **B 80-89.9%:** Very Good Work. The assignment reflects the four qualities noted above, but with less skill.
- **C 70-79.9%:** Average Work: The assignment reflects adequate consideration of the topic, meets most of the assignment requirements, may contain several errors that do not hinder comprehension, and attempts to show a minor degree of skillful writing.
- **D 60-69.9%:** Below Average Work: The assignment does not meet the assignment requirements, or contains many errors that hinder comprehension, or shows very little consideration of the topic.
- **F <60%:** Failing Work: The assignment may contain large segments of plagiarized work, or fails to meet the most of the assignment requirements, or fails to meet the assignment deadline, or fails to address the topic.

STUDY GUIDES AND EXAMS

You are under no obligation to prepare and distribute study guides, but they can be helpful to students. They also protect you from accusations that some of the subject matter on tests was not covered in class. However, it is recommended that study guides provide only limited detail (e.g. key terms without definitions and examples) to ensure that students use them as a foundation for studying, not as crib sheets. You may also wish to discuss the exam and study procedures with your class.

To prevent cheating on exams, you might prepare alternate versions of the test or create a test that appears to have several versions. You can do this by rearranging questions or by including different questions on different versions of the test. Teachers may combine questions from different tests in subsequent semesters to further ensure test integrity. Another option is to give students take-home study questions. If students do poorly, you have the option of allowing students to rewrite answers; be sure you specify how much credit/bonus points you will award.

CLASS PARTICIPATION

Note that scores based on “participation” should include some type of documentation to verify how

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

much students participated (i.e. in-class exercises, in-class writing, quizzes, etc.). Graded participation without written proof is discouraged as it can be viewed as subjective and is vulnerable to informal and formal student complaints.

TIPS TO PROMOTE CIVILITY IN THE CLASSROOM

It is particularly important to foster an atmosphere of respect, diversity, and inclusion. The Joint Statement of Rights and Freedoms of Students recommends the following:

- Clarify standards for class conduct. For example, if you want students to raise their hands for permission to speak, say so. Also clarify expectations about punctuality, and active participation (e.g. no reading newspapers, cell phone conversations, etc.).
- Foster an environment of respect. Students are less likely to break the rules when they have respect for the teacher and other students and when they feel engaged.
- Be sensitive to individual differences; never ridicule questions or remarks, and confront disrespectful students with respect and without intimidation.
- Discuss ethics to show students that academic integrity is important to you.
- If inappropriate behavior occurs, give a general word of caution rather than targeting a particular student.
- If behavior is irritating, but not disruptive, speak with the student after class. Most students are unaware of distracting mannerisms and do not mean to offend or disrupt.
- On the rare occasion when it is necessary to speak to a student during class about behavior, do so in a firm and friendly manner and offer to discuss it further after class.
- Warn students who persist in disrupting class that they may be ejected from the class.

HOW TO HANDLE CLASSROOM MISCONDUCT

Above all, make expectations clear on your syllabus (including cell phone and computer use policy). It is also important to distinguish between disruptive behavior and assertiveness. Behavior can be considered disruptive if it substantially or repeatedly interferes with the conduct of a class (e.g. persistent interruptions, personal insults or physical threats). However, disagreeing with a teacher or with other students is not in itself disruptive, nor is rudeness, unless the behavior is repeated, especially after a warning. Students who monopolize discussion should be seen after class (rather than addressed in class) and, in an affirming way, asked to be aware of their effect on classmates and class time. Disruption includes conduct that intentionally interferes with normal classroom procedure, with academic evaluation, or with another student's right to pursue course work. Class misconduct also includes any physical abuse or threat of abuse, whether on or off campus as related to classroom procedure or academic evaluation.

TECHNOLOGY IN THE CLASSROOM

The Department of English does not have a specific policy regarding the use of laptops and other technology in classrooms. Teachers who find the use of these technologies a distraction or serious hindrance to effective learning and wish to prohibit these technologies in the classroom should state their policy in their syllabi.

If an assignment would benefit from the use of laptops or personal devices, teachers may ask students to bring their own laptops or personal devices. The Department has a limited number of laptops that may be rented out for students to use during class. Teachers may also ask about reserving a computer

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

lab for a class period. For questions about laptop rental or use of computer labs, see the Department Receptionist, Registrar, or Assistant to Undergraduate Studies.

TIPS TO PREVENT PLAGIARISM

Keep in mind that many courses in the English department are writing intensive and will require students to complete several written assignments. You should consider it part of your teaching responsibility to teach students how to research and document their chosen sources appropriately; some students may need more discussion of citation than others. To prevent both intentional and unintentional plagiarism, change your assignment topics yearly, try to assign narrow, locally-focused topics, and consider making a requirement that students submit their papers in stages with deadlines for each step. It is wise to assign projects in stages (e.g. project design, project outline, draft, final paper) with separate due dates, to ensure that students make steady progress. In an attempt to prevent plagiarism, you might also require that students turn in all handwritten notes used to prepare papers. Give students detailed guidelines for completing a project, specifying how they should document source materials, and how much they may collaborate on projects. If rules are complex, or differ by project, put them in writing. These steps, plus full discussion of proper citation, can reduce dishonesty. You should discuss plagiarism rules in class (see section on Academic Misconduct in the Student Handbook).

REFERENCES AND RESOURCES

Department of English

www.memphis.edu/english

Student Handbook

www.memphis.edu/studentconduct/pdfs/csrr.pdf

Advanced Learning Center

www.memphis.edu/alc

Faculty Handbook from the Provost Office

http://www.memphis.edu/facres/faculty_handbook.php

VII. APPENDIX

CHECKLIST OF TEACHER RESPONSIBILITIES

Before the semester

- Obtain teaching schedule from the Registrar or Assistant to Undergraduate Studies.
- Plan courses according to published course description and learning objectives (found on eCourseware).
- Order course textbooks. (The Department will order texts for TAs and part-time teachers.)
- Provide link to syllabus and textbook information on course link on *myMemphis* dashboard.
- Attend departmental, college, or university pre-semester meetings or orientations.
- Submit FERPA documentation and training to recognize and avoid sexual harassment (to be done once; can be found on *myMemphis*).
- Submit copy of course syllabus to English Department before the start of the semester.
- Post office hour schedule on syllabus, office door, and with the English Department office.

During the semester

- Give students your course syllabus in the first week of the semester, and explain course expectations and requirements.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

- Provide students with a fair indication of their grade earned by mid-term.
- Maintain careful grade book and attendance records.
- Report any non-attendance on *myMemphis*.
- Report students with problems on the Early Intervention site on *myMemphis*.
- Report academic misconduct or plagiarism to Undergraduate Advisor and/or Chair.
- Encourage accomplished students to participate in University or English Honors Programs and/or to enter writing competitions.

At the end of the semester

- Near the end of the semester, encourage students to complete the SETE survey.
- Calculate final grades and submit final grades on *myMemphis* before the deadline.
- Submit packet of material (grade sheet, assignment prompts, summary discipline letters, and attendance and grade calculation records) to Director of Undergraduate Studies for all courses (part-time instructors and TAs only).
- Complete grade change forms (incompletes, change of grade, etc.) by the deadline, if such a situation arises

AMERICANS WITH DISABILITIES ACT: SUMMARY OF LEGAL REQUIREMENTS

- Discrimination is prohibited against qualified persons with disabilities in the areas of recruitment, admission and treatment after admission.
- All programs, services and activities must be available to students with disabilities in the most integrated setting possible. This requirement includes academic programs, field trips, practica, internships, research, campus employment, graduate assistantships and all student services and student life activities.
- No student may be excluded from any course or any course of study solely on the basis of disability.
- When necessary, reasonable modification of course or degree requirements must be made for students with disabilities unless the requirements can be demonstrated as essential to the program or unless modification would fundamentally alter the nature of the program.
- Prohibitive rules may not be imposed on qualified students with disabilities, such as banning tape recorders, service animals or other necessary equipment, or aids in the classroom.
- The institution must provide appropriate auxiliary aids to qualified students with disabilities when necessary for full educational access (DRS assists in this process).
- Teaching techniques, as well as special equipment and devices used in the classroom, should be adapted in individual cases when necessary to ensure equal access.
- Educational materials must be provided in an alternate format that is effective for the student when necessary to ensure access to educational information.
- Alternate testing and evaluation methods must be used when necessary to ensure the student's achievement is being measured rather than his or her impaired sensory, manual or speaking skill, except where such skills are the factors that the test purports to measure.
- Classes must be relocated, when necessary, to permit access for students with mobility impairments.
- It is discriminatory to counsel students with disabilities toward more restrictive career objectives than other students with similar interests and abilities.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

- Communications with persons with disabilities must be as effective as communications with others and sometimes must be accomplished by the use of auxiliary aids (students arrange for such services through DRS).
- A student with a disability cannot be required to accept an accommodation, aid, service, opportunity, or benefit.
- It is unlawful to retaliate, coerce, intimidate, threaten or interfere with any individual who exercises his/her rights under ADA or who aids or assists others in doing so.
- Disability data are confidential and cannot be disclosed without individual consent.

SYLLABI CHECKLIST
Also available on eCourseware

ENGLISH DEPARTMENT
SYLLABUS CHECKLIST

INSTRUCTOR:
COURSE AND SECTION NUMBER:

_____ **Course Identification:**

- | | |
|----------------------------------|--|
| ___ a. Course title | ___ c. Meeting days and times (N/A for online courses) |
| ___ b. Course and section number | ___ d. Classroom location (N/A for online courses) |

_____ **Instructor Identification and Contact Information:**

- | | |
|------------------------|--|
| ___ a. Instructor name | ___ c. Email address |
| ___ b. Office location | ___ d. Office telephone (or main office, 678-2651) |

_____ **Learning Outcomes:**

- ___ a. Outcomes ___ b. Description: catalog and/or extended description

_____ **Office Hours:**

Per week: 0-3 teaching hours—2 office hours; 4-6 teaching hours—3 office hours; 7+—4 hours.
Courses taught online also need to schedule online office hours according to the same formula.

_____ **Course texts and supplies:** required and recommended texts and other necessary materials (e.g. text CDs, blue books, general purpose answer sheets).

_____ **Assignments List or Overview:** examinations, papers, presentations, attendance or other assignments and their percentage contribution to the course grade.

_____ **Grading / Evaluation Policy:** all requirements and policies with their relative weight in the course grade.

- | | |
|--|--|
| ___ a. attendance (N/A for online courses) | ___ c. expectations about class conduct |
| ___ b. make-up work, late work and exams | ___ d. academic dishonesty issues such as Turnitin.com, cheating and plagiarism. |

_____ **Outline of class schedule by day, week or unit:** should include dates for lecture topics, reading and written assignments, exam dates and other requirement due dates.

_____ **Accommodation/Disability Statement:**

"Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 678-2880. DRS coordinates accommodations for students with documented disabilities."

_____ **University's Legal Statement required for all courses using Turnitin.com:**

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all."

_____ (Optional) Disclaimer that states the syllabus is subject to change. All revisions must be dated and submitted to the English department.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

END OF THE SEMESTER PACKET COVER SHEET

Also available on eCourseware

ENGLISH DEPARTMENT
END-OF-SEMESTER-PACKET

NAME _____

SEMESTER _____ YEAR _____

COURSE _____ SEC # _____

Instructor's Packet Requirement: At the end of the semester, each teaching assistant and part-time instructor will submit an end of semester packet containing selected materials for each course and section taught.

Instructions: Include requested materials for each course and section you are teaching this semester, including upper division courses. Organize the materials by course and section and, when applicable, alphabetically by students' last names. Please check off each entry as you insert it in the folder. See instructions below for turning in completed packet.

PACKET CONTENTS (Include the following for each course and section taught. You will do one packet per instructor, not one per section. All items are required, not optional.)

- _____ Hard copy of syllabus (including class policies, grading information, etc.) **and** schedule of daily assignments (This is in addition to the copy turned in to the main English office at the beginning of the semester).
- _____ Copies of all major written assignment prompts given to students (e.g., paper assignments, tests)
- _____ Signed attendance policy (lower division courses only)
- _____ Signed plagiarism policy (lower division courses only)
- _____ Copy of any Summary Discipline letters sent to your students.
- _____ All graded student work (quizzes, essays, etc.) that you were not able to return to students
- _____ A class spreadsheet (hard copy) or copy of grade book/eCourseware pages with work labeled and percentages designated for each column, containing the following information: instructor's last name, course, section, clear identification of each piece of work contributing to course grade and the percentage that it counts, students' final grades/averages (both numerical and letter grades), and total number of absences per student. Information should be organized and clearly identified so that it is easily understood by those handling grade complaints. **Note:** individual grade sheets for each student, containing the above information, may be substituted for the class grade sheet.

COMPLETED PACKET IS REQUIRED OF ALL TEACHING ASSISTANTS AND PART-TIME INSTRUCTORS. MUST BE SUBMITTED TO THE OFFICE OF UNDERGRADUATE STUDIES NO LATER THAN 4:30 P.M. ON THE DAY SEMESTER GRADES ARE DUE.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

TEACHER ABSENCE FORM
Also available on eCourseware

ENGLISH DEPARTMENT**PLANNED/UNPLANNED TEACHER ABSENCE REPORT**

A *Planned/Unplanned Absence Report* is required for all teacher absences from regularly scheduled classes:

- (1) If your absence is planned, you should fill in the form completely, giving the reason for your absence and explaining how your classes will be covered during your absence. The form should be turned in to the Director of Undergraduate Studies, Assistant to Undergraduate Studies, or to the Department Chair prior to your absence.
- (2) If your absence is unplanned, you should call the main English office (678-2651) before your classes are scheduled to meet. Let the secretary know why you will be absent and what you wish done with your classes in your absence (probably a cancellation if only one day is involved). The secretary will fill out a form for you and submit it to the Director of Undergraduate Studies. If you will be absent for more than one class session per class, you should also notify the Assistant to Undergraduate Studies or Registrar by phone or e-mail.

Name _____ Date _____

Please check one: Planned Absence _____ Unplanned Absence _____

Absence from official duty from _____ to _____ (Dates)

Reason(s) for absence (required):

Provisions made for class(es):

<u>Course#</u>	<u>Section#</u>	<u>Days</u>	<u>Time</u>	<u>Building/Room</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Signature of Instructor or of Staff Member Taking the Call

Date

Signature of Director of Undergraduate Studies

Date

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

ATTENDANCE POLICY FORM
Also available on eCourseware

Attendance Policy for English 1010, 1020, 2201,2202

ENGL _____ Section _____

Instructor _____

English 1010, 1020, 2201, and 2202 are courses that require perceptive, reasoned writing and reading assignments. Classwork stresses supervised writing and rewriting activities, as well as an exchange of ideas and information occurring through in-class discussions. Students must develop critical and analytical skills—in particular, logical and coherent thinking. Specific assignments, including texts for reading and analysis, library work, and writing assignments, are often detailed and involved. Regular class attendance is absolutely necessary. Teachers are not obliged to reschedule examinations or other work missed because of absences. The student may be subject to failure for more than six (6) unexcused absences from classes that meet three times per week, for more than four (4) unexcused absences from classes that meet two times per week, or for more than two (2) unexcused absences from classes that meet one time per week.

I understand the attendance policy.

1.	16.	31.
2.	17.	32.
3.	18.	33.
4.	19.	34.
5.	20.	35.
6.	21.	36.
7.	22.	37.
8.	23.	38.
9.	24.	39.
10.	25.	40.
11.	26.	41.
12.	27.	42.
13.	28.	43.
14.	29.	44.
15.	30.	45.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.

PLAGIARISM POLICY
Also available on eCourseware

English Department

ENGL _____ Section _____

English 1010, 1020, 2201, 2202 POLICY ON PLAGIARISM

Plagiarism is taking the words or ideas of another and claiming them as your own. It is, quite simply, theft, for a person's words and ideas are recognized in law as a person's property. At the very least, it is an attempt to deceive your readers. Therefore, you must exercise great care to avoid even the suggestion of theft or deception. Plagiarism is further defined with examples in the textbooks used in each course. Moreover, the university policy on plagiarism, which the English Department fully endorses, appears in the annual Student Handbook. The possible penalties for plagiarism may include failure in the course, suspension from the university, and/or expulsion from the university.

I understand the prohibitions against plagiarism and pledge that all writing submitted by me in this course will be solely my own except that which I shall otherwise document.

1.	16.	31.
2.	17.	32.
3.	18.	33.
4.	19.	34.
5.	20.	35.
6.	21.	36.
7.	22.	37.
8.	23.	38.
9.	24.	39.
10.	25.	40.
11.	26.	41.
12.	27.	42.
13.	28.	43.
14.	29.	44.
15.	30.	45.

Please submit any suggestions for the next edition of The Department of English Faculty Teaching Handbook to the Director of English Undergraduate Studies.