

Department of English

Graduate Student Handbook

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SECTION 1. REGULATIONS GOVERNING DEGREE PROGRAMS, COURSEWORK AND REGISTRATION, AND GRADUATE ASSISTANT REAPPOINTMENT

1.1 General Information

The Student's Responsibility

The Department of English and the Graduate School of Southern Illinois University, Carbondale require graduate students to assume responsibility for their academic progress by keeping an up-to-date record of courses taken, by knowing the regulations specified in the current *Graduate Catalog*, and by checking regularly with the Director of Graduate Studies and their dissertation or thesis directors.

Interpretation of Rules and Policies

The Graduate Studies Committee of the Department approves and interprets all rules and policies governing graduate study in English. Petitions for course equivalency, for waiver of requirements, or for any approvals not specifically covered in these Rules and Regulations should be addressed in writing (with any necessary documentation such as course descriptions, syllabi, graded papers, etc.) to the Director of Graduate Studies, who will act upon them or, if they involve a matter of policy, bring them to the attention and vote of the Graduate Studies Committee.

Advisement

The Director of Graduate Studies advises all new graduate students. After their first enrollment, students may be assigned by the Director to individual advisers for course registration and general program planning. Students should consult with faculty for advice specific to areas of specialization. However, students must meet with the Director of Graduate Studies to ensure all courses satisfy Department and Graduate School requirements. The Director of Graduate Studies approves all decisions concerning program planning and other academic matters such as course equivalency, scheduling of examinations, and ensures that these decision do not fall afoul of Graduate School rules and regulations. Graduate School rules prescribe that students who have not fulfilled all requirements for their degree program (e.g., the thesis or dissertation) must show intent to complete their degree by enrolling each semester (summers excluded) for one credit hour of English 601, even if they have satisfied the twenty-four-credit-hour residency requirement for dissertation credit.

Registration

- 1) During the pre-registration period of each semester, each student must make an appointment with the Director of Graduate Studies or the Director's designate for advisement and course registration.
- 2) At the time of the appointment, the Director or designate will assign a Registration User Number (RUN).
- 3) Any student registering for an independent readings course (English 499 or English 589), for an internship (English 498), or for thesis hours (English 599), **must have the appropriate forms signed by the faculty member(s) involved (i.e., the director of the readings course or the members of the thesis committee) before coming to the registration appointment.** These forms are available in the Graduate Studies office and on the Department website: <https://cola.siu.edu/english/graduate/graduate-resources/forms.php>
- 4) The student then completes university registration procedures through the online registration system.

- 5) Each graduate student is expected to plan the course of study carefully. Hence, program changes after registration should seldom be necessary. Such changes must be approved by the Director of Graduate Studies and, if they involve late registration, by the Dean of the Graduate School.
- 6) Courses listed with a span of hours (e.g., “1 to 9,” “3 to 12”) may be taken in multiples of the first figure for a total of the second over different semesters as the topic varies.
- 7) For further information on registration deadlines, refer to the current “Schedule of Classes” online.

To save time at your advisement appointment, please study and complete the appropriate academic checklist *before you arrive*. Checklists are available online at:

<http://cola.siu.edu/english/graduate/graduate-resources/forms.php>.

Hours Carried Per Term

During a typical term, graduate assistants must be registered for at least 8 credit hours at the graduate level (400 or above). Students completing theses may reduce this load to 6 credit hours during the semester in which they graduate. PhD students who have advanced to candidacy (i.e., completed and defended preliminary exams) may also reduce this load to 6 credit hours. **Courses taken to satisfy the research tool requirement do not count toward these hours.** See the Graduate Assistants United contract for more details in this respect. The maximum course load for a single term is 16 hours. However, the department will never advise students to take more than three graduate courses per term.

Auditing Courses

During a specific period, students may change course registration from credit to audit. Such changes must be initiated with the Director of Graduate Studies and will be screened by the Dean of the Graduate School to prevent misuse for the purpose of avoiding poor grades. In addition, **audited course hours do not count toward the 8-hour requirement for graduate assistantships.**

Waiving Requirements

To waive a requirement for the MA, MFA or PhD, a student must petition the Director of Graduate Studies, who will confer with the Graduate Studies Committee if the waiver involves a matter of policy. If the requirement is a departmental one, the recommendation of the Director of Graduate Studies and/or Graduate Studies Committee shall be final. If the requirement is within the jurisdiction of the Graduate School, the Director of Graduate Studies will forward a petition of waiver to the Dean of the Graduate School, who will make the final ruling. Copies of all documents concerning the petition for waiver will be placed in the student’s file.

Extension of Deadline Requests

All requests for the extension of deadlines that regulate the time span within which an MA or MFA degree (six years) or a PhD degree (five years after admission to candidacy) must be completed shall be addressed to the Director of Graduate Studies.

Courses Taken outside the Department of English

A student may offer toward the MA or PhD degree course work from outside the Department provided that such work is relevant to the regular degree requirements (e.g., research tool requirements). Such credits are not figured in the 30-hour requirement or GPA for the MA degree. Course work from outside the Department offered toward the MFA degree must be approved by both a faculty member in Creative

Writing and the Director of Graduate Studies.

Grading Policies and Meaning of Grades

Students pursuing the MA must maintain an average of B (3.0) in all courses taken for graduate credit. Students pursuing the MFA or PhD must maintain an average of 3.25. Grades are officially recorded by the letters A, B, C, D, and, with plus/minus distinctions.

A grade of B- is regarded as the minimum acceptable graduate performance.

In an entire graduate program, the student may accumulate up to three hours of work below B, so long as an average of 3.0 (MA) or 3.25 (MFA and PhD) is maintained. If the student earns more than three hours below B, he or she must, in addition to maintaining the required average, replace the hours of C or lower with an equal number of hours of A or B. In effect, the number of semester hours of coursework for the degree may thereby be increased. A student who accumulates more than nine hours of C will be dropped from the program.

An instructor of a graduate course may refuse to allow the grade of *INC* in the course. If this is an instructor's policy, it should be made clear to students at the beginning of the course. The graduate student who is granted the grade of *INC* **should complete the course work by the end of the next semester**. All *INC* grades turn into Fs after a year or at the time of graduation, whichever comes first. This is a university-wide policy that cannot be waived by the DGS. This policy matters for PhDs seeking reappointment, and especially for any MAs or MFAs who receive incompletes in their penultimate semester. The graduation trigger could drop students below the required GPA for graduation. Therefore, it is imperative that students rectify all incompletes within a year and prior to graduation.

Deferred or incomplete work will be regarded as finished when a student has submitted all exams, papers, etc., and a grade has been recorded. The grade of *DEF* in English 595 and English 600, which are PhD courses related to preliminary exam preparation and the writing of a dissertation, and the grade of *DEF* in English 601, are not included in the above regulations.

1.2 Course Levels

See the current *Graduate Catalog* under "English" for course numbering and general descriptions. More detailed course descriptions, especially for 500-level seminars, appear each semester prior to registration. At the heart of the MA and especially the MFA and PhD programs are courses numbered 500 to 599, which are seminars open to graduate students only. MA, MFA, and PhD students are encouraged to take as many of these intensive courses as possible. Courses numbered 400-499 are intermediary courses that afford training in tools and techniques of historical, critical, and theoretical knowledge, investigation, and expression that are applicable not only to the intensive subject matter of seminars but also to other areas in English language, literary research, and creative writing. 400-level courses are also open to advanced undergraduates.

English 502-Introduction to Graduate Study and Teaching College Composition

All graduate assistants who have not had previous college teaching experience must, in their first term as GAs, take English 502. The Director of Writing Studies is in charge of the teaching duties of all

graduate assistants. Should a graduate assistant have prior teaching experience, the Director of Writing Studies will determine whether or not the student will be exempt from enrolling in English 502. All new graduate assistants are required to attend a pre-semester workshop-orientation to learn about the Department's policies, grading, syllabus preparation, teaching strategies, etc. Graduate students not serving as graduate assistants may elect to enroll in English 502 with the consent of the instructor.

Independent Study Courses: ENGL 499 and 589

PhD Students

- Students may include only one Independent Study course in their Program of Study.
- Students may take other Independent Study courses once the Program of Study has been submitted and approved in order to supplement coursework and prepare for the dissertation.
- Students preparing for preliminary examinations should take ENGL 595, rather than ENGL 589, Independent Study. (See *Graduate Catalog* for details about 595.)

MFA Students

- Students may take no more than nine-credit-hours of Independent Study total in the degree program (i.e., nine of the 48 total hours)
- Students may take no more than three-credit-hours of Independent Study with any one professor during the course of the degree program

MA Students

- Students may take Independent Studies only when they need a 500-level course to graduate but only 400-level classroom courses are offered. In such a case, the student will enroll in an Independent Study course but take the 400-level classroom course with the same professor

1.3 Department Policy on Reappointment of Graduate Assistants

The following conditions regulate the reappointment of graduate assistants:

- 1) A minimum GPA of 3.5 in the degree program
- 2) No more than one grade of *INC*
- 3) No need for an extension of more than 3 months of support beyond the regular 24 months for MA students, 36 months for MFA students, and 48 months for PhD students
- 4) No evidence in a student's record of problems with teaching performance

Department Policy on Appointment of Summer Graduate Assistants

Summer appointments are not guaranteed and are subject to enrollment and funding from the university. Graduate students seeking summer appointments must submit an application consisting of a CV and cover letter by 1 February. The letter should detail not only scholarly and creative progress in the applicant's graduate program, but also the ways in which a summer appointment can assist (and not hamper) this progress. The following conditions regulate summer appointments for graduate assistants:

- 1) Summer assistantships shall be divided equally among eligible MA, MFA, and PhD applicants, when the number of applicants and specialized teaching demand permit (i.e., the principle of equal distribution shall not override MFA students' precedence in assigning creative writing courses). In those instances where there are too few applicants from a single program to permit

an equal distribution, the remaining summer appointments shall be divided equally between the two remaining programs.

- 2) Applicants who have had no previous summer support within the time of their current programs shall have priority over applicants who have had previous summer support. If the number of applicants requires giving a summer assistantship to an applicant who has had previous summer support, (a) applicants who have had shorter appointments (1 or 1.5 months) shall have priority over applicants who have had longer appointments (2 months) and (b) applicants who have had less recent appointments shall have priority over applicants who have had more recent support. Support shall be defined as any contract paid through the Graduate School, whether or not in the Department of English, including interim appointments, ORDA-funded appointments, etc.
- 3) More than one *INC* shall disqualify an applicant for a summer GA.
- 4) A GPA below 3.5 shall disqualify an applicant for a summer GA.
- 5) After criteria 2-4, the graduate studies committee will determine appointments on the basis of an application packet consisting of a CV and cover letter (due 1 February). The graduate studies committee will evaluate applications according to the following criteria: 1) timely progress within the applicant's degree program in the department of English; 2) value of summer support for the applicant's prospects of thesis or dissertation completion; 3) scholarly, creative, and professional progress as demonstrated by publications and presentations.
- 6) An applicant's experience or training in a particular departmental site (computer lab, writing center, etc.) shall not be relevant in decisions on summer appointments.

1.4 Master's Degree Requirements

For hours required and distribution of courses for the MA in Literature and the MA in Rhetoric and Composition, refer to the current *Graduate Catalog* or to the Pre-Advisement Checklists.

Master's Reading List and Master's Comprehensive Examination

Copies of past examination questions are on file in the Graduate Studies Office and will be made available to students preparing for the exam.

Students taking the MA Comprehensive Examination must have completed, with not less than a "B" average, at least 24 hours of graduate work toward the MA in English and must have satisfied all other degree requirements, including the foreign-language requirement. (Exceptions must be granted by the Director of Graduate Studies.) MA students must submit an application form (including five preferred areas of examination) to the Director of Graduate Studies by **December 1 of their third semester in the program** (the form is available in the Graduate Studies office and online).

Applicants will choose five preferred areas on which to write a two-week take-home examination. These five areas, chosen from the list below, must be declared when they submit the Application Form.

1. Middle English Literature
2. Renaissance and 17th-Century English Literature
3. Restoration and 18th-Century English Literature
4. 19th-Century English Literature
5. American Literature before 1900

6. American Literature since 1900
7. Modern British Literature
8. Modern Continental Literature
9. Irish Literature
10. Literary / Critical Theory
11. Other [Chosen by the student with the consent of the Director of Graduate Studies]

The Director of Graduate Studies will narrow the list of five areas to three and, in the third week of spring semester, inform the applicants of those three areas. In the fourth week of spring semester each student will consult with the named examiner for each area, who will stipulate the readings on which the question for that area will be based. The student will then have seven weeks to read for the examination. The three examination questions will be submitted to each student on the last day of March; the student will then have the first two weeks of April to write the take-home examination, with each of the three answers 2,500 to 3,200 words in length.

The examinations will be evaluated by an MA Exam Committee of at least three members of the graduate faculty, and a majority vote determines pass or fail for the entire examination, with the Director of Graduate Studies interceding in the event of a deadlock. A student who fails the examination may take it a second time. A third examination may be allowed, but only by special permission of the Director of Graduate Studies. If the examination committee deems it useful, an oral examination may be scheduled after the written examination to determine the grade for the examination. The entire examination will be given a qualitative grade as follows:

- 1 – Pass with Distinction
- 2 – Pass
- 3 – Low Pass
- 4 – Fail

Number grades will be forwarded to students in the results letter along with a brief explanation of the grade's meaning. If the student has applied to the PhD program at SIU, the examination results will be placed in the student's file and forwarded to Graduate Studies Committee. The grades will have specific meaning when the Graduate Studies Committee reads the file:

- 1 – Equivalent to a "Strongly Recommend" endorsement
- 2 – Equivalent to a "Recommend" endorsement
- 3 – Equivalent to a "Recommend with Reservations" endorsement

Unless they also elect to write a thesis (see below), MA students must also file with the Graduate School a clean and properly formatted research paper which has earned the grade of B or better in a 500-level English course. For specific instructions and deadlines, please refer to the Guidelines for the Preparation of Dissertations, Theses, and Research Papers, available via the Graduate School's website: <https://gradschool.siu.edu/current-students/thesis-dissertation-researchpaper/>. The research paper must be cleared with Graduate School Records well in advance of the deadline.

Thesis

Students who wish to write an MA thesis in Literature must apply to do so. First, the student must

constitute a complete three-person thesis committee, no later than their third semester in the program. **Students must then submit to the Director of Graduate Studies a thesis application by 1 November in their third semester in the program. The application must include a provisional title and short topic description, signatures of the three members of the thesis committee, as well as a letter of support from the thesis director/advisor.** The Graduate Studies Committee reviews all thesis applications. The Committee must approve a student's thesis application for the project to move forward.

MA students who have a GPA of 3.5 and no more than one grade of *INC* are eligible to register for English 599 (Thesis) as long as they have constituted a Thesis Committee consisting of a Thesis Director and two readers. MA students are encouraged to form committees by the end of their second semester and begin writing during their first summer in the program.

The department recommends that MA students in rhetoric and composition also follow this schedule. **There is no comprehensive exam for rhetoric and composition. Students choose either the thesis or the portfolio option.**

Recommended Timeline

What follows is a general timeline for successful thesis completion:

Second Semester: Identify your thesis director and get his/her approval to direct the project. Some faculty may require you to prepare a preliminary proposal and bibliography before agreeing to advise your thesis. You should also have preliminary conversations with the other two readers of your thesis. Ideally, you'll be able to spend some of the summer researching and writing for the thesis project. Set preliminary deadlines for thesis drafts in the fall semester. In other words, you should plan to begin research and drafting your thesis in your first summer in the program.

Third Semester: Finalize your thesis committee and submit a thesis application to the Director of Graduate Studies by 1 November. Set preliminary deadlines for completing revisions of your thesis, keeping in mind that the departmental deadline for thesis defense is usually in week ten of the semester.

Fourth Semester: Finish writing/revising your thesis and prepare for your defense. Submit a final draft of your thesis to your committee by the fifth week of the semester, so that members can read and comment on the thesis prior to defense.

Human Subjects Committee's Rules for Research

Before beginning research for the thesis, the student must make sure that his or her plan of work is in full compliance with the stipulations of the Human Subjects Committee's rules for research. If the thesis involves any gathering of information from individuals through interviews, questionnaires or other means of oral or written communication, the researcher must seek the Graduate School's approval of the research plan before the actual research begins. **The Graduate School will not approve or accept theses that have not followed these rules.**

Thesis Defense

Upon completion of the thesis and its acceptance by the Thesis Director and Thesis Committee, the student shall register a date agreeable to the members of the Thesis Committee with the Graduate

Studies Office Manager for the defense of the thesis so that logistical arrangements for the defense and the necessary announcements can be made. The final draft of your thesis should be provided to committee members at least three weeks before the defense. **A defense may be scheduled no sooner than two weeks after delivery of the manuscript to the committee.** The defense of the thesis is public and may be attended by any interested parties.

The students should be aware of the application for graduation deadlines and thesis submission deadlines set by the Graduate School and should also make sure that the thesis follows the format prescribed in the Guidelines for the Preparation of Dissertations, Theses, and Research Papers, available online. For general questions concerning graduation and fees, please contact the Graduate School. For details regarding online submission of theses, see the Graduate School Guide: <http://gradschool.siu.edu/thesis-dissertation-researchpaper/etd-guidelines.html>

1.5 MFA Requirements

For hours required and distribution of courses for the MFA in Creative Writing, refer to the current *Graduate Catalog* or to the Pre-Advisement Checklists.

Candidacy Review

In the spring semester of a student's second year in the MFA program, all students undergo a formal candidacy review. By April 10, faculty in each subspecialty (fiction and poetry) will submit to the Director of Creative Writing a synopsis of each student's progress to date, as well as a finalized thesis committee. In those instances where the faculty finds that a student has not demonstrated satisfactory creative or professional progress and/or cannot form a thesis committee, the student will meet with the Director of Graduate Studies and all faculty members in the student's subspecialty to determine the nature of the deficiency. The faculty may recommend to the Director of Graduate Studies at this meeting that the student be required to complete remediation, that the student be allowed to continue in the program without sanction, or that the student be removed from the program. In the last case, the creative writing faculty will then submit a written recommendation for removal from the program to the DGS and the Graduate Studies Committee. Within five working days of receiving this recommendation, DGS will request a written response from the affected student. The student will have five days to respond in writing. Within five days of receiving this response, the Director will convene a meeting of the Graduate Studies Committee. Should the Graduate Studies Committee concur with the creative writing faculty's recommendation, the student will be removed from the program. This decision will then be subject to the Graduate School's academic grievance policy detailed in the *Graduate Catalog*.

Thesis Defense

Upon completion of the thesis and its acceptance by the Thesis Director and Thesis Committee, the student shall register a date agreeable to the members of the Thesis Committee with the Graduate Studies Office Manager for the defense of the thesis so that logistical arrangements for the defense and the necessary announcements can be made. The final draft of the thesis should be provided to committee members at least three weeks before the defense. **A defense may be scheduled no sooner than two weeks after delivery of the manuscript to the committee.** The defense of the thesis is public and may be attended by any interested parties.

1.6 PhD Requirements

Refer to the current *Graduate Catalog* for information detailing admission procedures, course of study, and research tool requirements.

The Pro-Seminar

All doctoral students must take a pro-seminar in their first year of doctoral study. The purpose of the pro-seminar is to provide thorough, extensive practice in research methods and bibliography and in the mastery of criticism and/or scholarship on some relatively narrow topic. The pro-seminar is not primarily a theory seminar. It therefore does not count toward the doctoral theory/cultural studies requirement. Rather, the pro-seminar will emphasize research techniques and the understanding of critical and/or scholarly writing. For PhD students in Literature, this requirement will be fulfilled by a single seminar offered each fall and designated as the doctoral pro-seminar. For PhD students in Rhetoric and Composition, English 501, offered each spring, will be the designated pro-seminar in Rhetoric and Composition. Any student wishing to take both the Literature and the Rhetoric and Composition pro-seminars may do so.

The Prelim/Advisory Committee and the Program of Study Proposal

Following admission to the PhD program, and **before the completion of the second year (i.e., fourth semester) in doctoral residence**, a PhD student is required to form an academic advisory committee (hereafter referred to as the Preliminary Examination Committee) and to prepare a Program of Study Proposal. The Preliminary Examination Committee will consist of four members of the graduate faculty in English. The Chair of the Committee and one other member will normally represent the student's major area of interest; each of the remaining two members will normally represent one of the minor areas of interest. Within the limits of this distribution, the student may, usually upon consulting the Chair of the Preliminary Examination Committee, change the particular membership of the committee at any point. Normally the Preliminary Examination Committee will comprise the nucleus of the Dissertation Committee. As soon as the Preliminary Examination Committee is formed, it becomes the responsibility of all its members to oversee the student's program and academic progress.

If a student has not formed a preliminary exam committee by 15 April of her fourth semester in the program, then the student will undergo the formal candidacy review process detailed herein. The Director of Graduate Studies will first consult the student in question to determine the reason for the delay in constituting the preliminary exam committee. In those instances where the Director finds that the delay is the result of simple deadline mismanagement, she will take no action. In those instances where the Director finds that a student has not demonstrated satisfactory scholarly or professional progress and/or cannot form a dissertation committee, the student will meet with the Director of Graduate Studies and all faculty members in the student's area ("area" means either historical period or conceptual focus) to determine the nature of the deficiency. After this meeting, the faculty in the student's area may recommend to the Director of Graduate Studies that the student be required to complete remediation, that the student be allowed to continue in the program without sanction, that the student be granted an extra semester to complete the program of study, or that the student be removed from the program. The faculty in the student's major area will submit a written recommendation to the Director of Graduate Studies. If the faculty recommend removal, this recommendation will go to the Graduate Studies Committee. Within five working days of receiving this recommendation, the Director of Graduate Studies will request a written response from the affected student. The student will have five days to respond in writing. Within five days of receiving this response, the Director will convene a

meeting of the Graduate Studies Committee. Should the Graduate Studies Committee concur with the faculty's recommendation, the student will be removed from the program. This decision will then be subject to the Graduate School's academic grievance policy.

The Department offers interdisciplinary PhD studies on a co-operative basis with departments that deal with pertinent subject matter and are interested in such interdisciplinary co-operation: e.g., the Departments of Philosophy, Foreign Languages and Literatures, History, Fine Arts, Cinema and Photography, Communication Studies, Theater, Sociology, etc. Permission for an interdisciplinary course of study must be approved by the student's Preliminary Examination Committee, the Graduate Studies Committee and, if necessary, the Graduate School.

All PhD students should seek the advice of the Director of Graduate Studies and faculty members while composing their Program of Study. At least twice a year, PhD students should meet with their committee members (or prospective members) to discuss their Program of Study, plans for future coursework, and research goals. Moreover, students should ask their committee members to visit their classrooms at various times during their degree program to ensure that committee members can address both scholarly and pedagogical development in letters of recommendation. Students should bring a draft of their Program of Study to the Director of Graduate Studies for review before requesting signatures from committee members.

The Chair's earliest official act will be to call the Preliminary Examination Committee together to approve, reject, or amend the student's Program of Study Proposal. The written proposal shall:

- 1) Summarize the student's graduate work to date, including course work already completed. For the major area, students typically complete at least six courses (including at least two at the 500 level); for the first minor, four courses (including at least one at the 500 level); for the second minor, three courses (at least one at the 500 level).
- 2) Indicate research tool preferences. Any research tool option, especially the substitution of a collateral field of knowledge or special research technique for one foreign language, must be approved by the student's Preliminary Examination Committee and by the Graduate Studies Committee.
- 3) List one major and two minor areas of study and propose a program leading to the Preliminary Examination. For concentrators in Literature, at least one of the minors should be closely related historically to the major.
- 4) The Graduate Studies Committee shall review and approve a student's Program of Study Proposal before it is considered official. A copy of the approved Program of Study Proposal will be filed with the student's academic record in the Graduate Studies office.

The residency requirement for the PhD must be fulfilled after admission to the PhD program and before formal admission to doctoral candidacy. The residency requirement is satisfied by completion of 24-semester-hours of graduate credit on campus as a doctoral student within a period not to exceed four calendar years. No more than six hours of deferred dissertation credit may be applied toward fulfillment of the 24-semester-hours residency requirement. **No doctoral student will be permitted to sign up for more than six hours of dissertation credit until candidacy has been achieved.** Any dissertation hours registered for above the six permitted prior to candidacy will not be counted toward completion of the doctoral degree.

Preliminary Examinations

To be admitted to PhD candidacy, the student must pass the three-part preliminary examination. Students on a fellowship or a teaching assistantship will be expected to take this examination no later than seven semesters (or three and one-half years) after entering the PhD program. No student can be admitted to candidacy by the Graduate School before passing all parts of the preliminary examination and completing all course and research-tool requirements. A student is eligible to take the preliminary examination upon completing the prescribed residency requirement and course of study beyond the MA degree, including all required courses, fulfilling the research-tool requirement, and receiving the approval of the Preliminary Examination Committee and the Graduate Studies Committee.

The preliminary examination is prepared and graded by the student's Preliminary Examination Committee. The major-area examination may consist of one six-hour written exam or a comparable take-home literature review essay ("literature review" encompasses both primary and secondary texts). A minor area examination may consist of a three-hour written examination or a comparable take-home literature review essay. The choice of exam format shall be negotiated between the student and the examination committee. **Regardless of format, all preliminary exams conclude with an oral defense.**

In the major-area examination, the student is expected to show a thorough mastery of the historical period and/or subject matter in breadth and depth: major and minor works, bibliography, historical and intellectual background, and the relevant critical and theoretical scholarship. Appropriate examinations for each of the two minors depend upon the specific material to be covered. The identification and definition of the minors is left to negotiations between the student and the committee (e.g., Renaissance drama for a student preparing to specialize in the Restoration; Romantic and Victorian literature for a student preparing to specialize in Modern British; Victorian literature for a student preparing to specialize in modern fiction, etc.).

The individual sections and the entire examination will be given qualitative grades. Each member of the Preliminary Examination Committee may assign different grades for each section. However, the entire committee must agree upon one grade for the entire examination:

- 1 – Pass with Distinction
- 2 – Pass
- 3 – Low Pass
- 4 – Fail

The committee may require the student to complete further work or testing for any section receiving a "Low Pass" grade. The committee **must** require further work or testing for an entire examination that receives a "Low Pass" grade. The student will be informed of the committee's decision only after the committee reaches consensus on the grades. A student who fails the preliminary examination may request to take it a second time.

Dissertation

A dissertation showing high achievement in independent and original scholarship shall be submitted as partial fulfillment of the requirements for the PhD program. While the student is working on the dissertation, he or she must register for English 600. The student is encouraged to dedicate at least one

academic year of full-time work to complete the dissertation. In any case, the student must register for at least 24-semester-hours of dissertation credit. The dissertation must be completed within no more than five years after admission to candidacy.

Preliminary Choice of Dissertation Topic and Adviser

Since the major area of the Preliminary Examination must cover the field in which the candidate's dissertation is to be written, the student has to decide fairly early in the program on the general area of the dissertation topic. As early as practicable, the student should seek the consent of a member of the graduate faculty to serve as Dissertation Director and should secure the approval of the Graduate Studies Committee of that arrangement through the submission of the Program of Study Proposal.

Dissertation Committee

The Dissertation Committee will consist of the Dissertation Director and four other members of the graduate faculty, including one from outside the Department of English. This arrangement complies with the Graduate School's requirement of a five-member Dissertation Committee. The Committee will be chaired by the Dissertation Director. In the following paragraphs, "Dissertation Director" may also mean co-directors if a Dissertation Committee is set up to be co-directed by two members of the graduate faculty of the Department. If it is an interdisciplinary dissertation, one of the co-directors may be from another department.

Human Subjects Committee's Rules for Research

Before beginning research for the dissertation, the student must make sure that his or her plan of work is in full compliance with the stipulations of the Human Subjects Committee's rules for research. If the dissertation involves any gathering of information from individuals through interviews, questionnaires or other means of oral or written communication, the researcher must seek the Human Subjects Committee's approval of the research plan before the actual research begins. The Graduate School will not approve or accept dissertations that have not followed these rules.

Dissertation Prospectus

Before undertaking the dissertation, the candidate must submit a prospectus written under the guidance of the Dissertation Director to the five members of the Dissertation Committee. All copies should be signed to show approval of the prospectus by the Dissertation Director and Committee members.

The prospectus shall contain:

- 1) The tentative title of the dissertation
- 2) A statement of the central problem to be solved
- 3) A review of literature and materials relevant to the scholarly investigation of the subject
- 4) A sketch of the project's central thesis and argument, however provisional

After the members of the Dissertation Committee have stated their suggestions and comments to the candidate's Dissertation Director, the Committee will meet with the student to discuss the prospectus. When it receives final approval, a copy of it and a letter of approval signed by all Committee members are sent by the Dissertation Director to the Director of Graduate Studies to be placed in the student's academic file.

Changes in Membership of Dissertation Committees

Once the five-member dissertation committee has been formed and the official notice of the dissertation committee has been approved by the Director of Graduate Studies and the Graduate School, any changes in the membership of the committee should be made only for the most compelling reasons. If a student wishes to replace the chair of his or her dissertation committee, the student will first meet with the chair of the committee to discuss the change.

- 1) If this meeting is conclusive, the replaced chair of the committee will notify the Director of Graduate Studies in writing of this fact, after which the student has the responsibility for enlisting another member of the faculty as the new chair of the committee. That accomplished, the new chair will inform the Director of Graduate Studies in writing of the full membership of the dissertation committee so that a revised notice can be submitted for Graduate School approval.
- 2) If this meeting is inconclusive, the Director of Graduate Studies will meet with the student and the chair of the committee in an attempt to resolve the problem. If this second meeting does not resolve the problem, the student has the responsibility for enlisting another member of the faculty as the new chair of the committee. That accomplished, the new chair will inform the Director of Graduate Studies in writing of the full membership of the dissertation committee so that a revised notice can be submitted for Graduate School approval.

If the chair of a dissertation committee wishes to withdraw from that role, he or she will first meet with the student to discuss the withdrawal.

- 1) If this meeting is conclusive, the withdrawing chair will notify the Director of Graduate Studies in writing of this fact, after which the student and the remaining four members of the committee will meet to decide upon a plan for replacing the chair of the committee. The replacement accomplished, the new chair will inform the Director of Graduate Studies in writing of the full membership of the dissertation committee so that a revised notice can be submitted for Graduate School approval.
- 2) If this meeting is inconclusive, the Director of Graduate Studies will meet with the student and the chair of the committee in an attempt to resolve the problem. If this second meeting does not resolve the problem, the student and the remaining four members of the committee will meet to decide upon a plan for replacing the chair of the committee. The replacement accomplished, the new chair will inform the Director of Graduate Studies in writing of the full membership of the dissertation committee so that a revised notice can be submitted for Graduate School approval.

If a student wishes to replace one of the other members of his or her dissertation committee, or if a member of the committee wishes to withdraw from the committee, the student, the chair of the committee, and the committee member will first meet to discuss the change. The chair of the committee will then notify the Director of Graduate Studies in writing of this fact and of the full membership of the new committee so that a revised notice can be submitted for Graduate School approval.

Service of Emeritus or Adjunct Faculty on Dissertation Committees

According to the Operating Paper of the Graduate School:

Emeritus and adjunct faculty may serve on or co-chair students' theses and dissertation

committees, serve on students' program committees, and/or evaluate students' preliminary examinations, upon the request of their respective department chair or director of graduate studies and the approval of the Graduate Dean. No more than one emeritus or adjunct faculty shall serve on such committees except on cooperative agreements with other universities. (§2.I.A.k)

If a retirement makes it necessary to replace the chair of a dissertation committee, the retiring chair of the committee will notify the Director of Graduate Studies in writing of this fact and of the full membership of the new committee so that a revised notice can be submitted for Graduate School approval.

If a retirement makes it necessary to replace one of the other members of a dissertation committee, the chair of the committee will notify the Director of Graduate Studies in writing of this fact and of the full membership of the new committee so that a revised notice can be submitted for Graduate School approval.

Submission of the First Draft of the Dissertation

When the draft of the dissertation is acceptable to the Dissertation Director, the candidate is to submit the draft to each member of the Dissertation Committee for suggestions and comments. The members of the Committee should read the draft within a reasonable period of time. Critical reactions to the draft should be sought and discussed in individual conferences with Committee members and, ultimately, with the Dissertation Director. The candidate should revise the draft according to the cogency and validity of suggestions from Committee members, seeking the Dissertation Director's guidance in these as in all related matters.

Preparation of the Final Draft of the Dissertation

When the revised draft is fully approved by the Dissertation Director, the candidate is to prepare the dissertation in the format prescribed in the *Guidelines for the Preparation of Dissertations, Theses, and Research Papers*, available online, although it is of course possible that further suggestions for or requirements of changes may be made in the dissertation defense.

The Dissertation Director should contact the Director of Graduate Studies and department staff to schedule a time for the Dissertation Committee to convene for the candidate's defense of the dissertation. As soon as final copies of the dissertation are ready, the candidate is to submit these to the members of the Dissertation Committee, in no case later than two weeks before the scheduled defense.

Dissertation Defense

The Dissertation Committee will examine the candidate orally, primarily on the methods, presentation, and conclusions of the dissertation as presented in its final draft form. Since the defense is open to interested parties, its date will be published within the Department and University at least one week in advance of the date of the defense itself. The Dissertation Director, as chair of the Dissertation Committee, will see to it that all assessment and rating forms will be available for members of the Dissertation Committee and that they be signed and returned to the office of the Director of Graduate Studies immediately after the conclusion of the defense. The Dissertation Director is also responsible for the implementation of changes recommended or required by the Dissertation Committee before the dissertation is submitted in its final version to the Graduate School and the Department.

Final Dissertation Copy

According to Graduate School stipulations, the dissertation must also contain an abstract of 350 words or fewer and a brief curriculum vitae. Arrangements concerning copyright and microfilming must be made with the Graduate School. **Students do have the option of preventing their dissertations from being published in SIUC's open-access repository, even though they must submit the dissertation electronically.**

For general questions concerning graduation and fees, please call (618) 453-4523. For details regarding online submission of dissertations, see the Graduate School's Guide: <https://gradschool.siu.edu/current-students/thesis-dissertation-researchpaper/>

SECTION 2. START OF TERM PROCEDURES

2.1 Enrollment in 100, 101, and 102

Typically, most of the prerequisite requirements for English 101 and 102 enrollments are managed by students' academic advisors. However, instructors should be informed of the following criteria:

- English 100 is a self-placement course designed to prepare students for enrollment into English 101. Generally, students with low ACT or SAT scores, low high school GPAs, and/or a high level of writer's anxiety are advised to take English 100;
- During the first week of class, instructors should assign an in-class writing assignment, possibly to be included in the Unit 1 Working Folder, to all students and then collect it. Based on this initial writing sample and any other writing assignments collected, instructors should identify any student who might not be prepared for English 101 and who might benefit from taking English 100. The instructor should explain the differences between the courses and the reasons that he or she believes the student might have difficulty with the challenges of English 101. Since the student must ultimately decide the best course of action, the instructor should make it clear to him or her that, in the end, the choice of whether or not to take English 100 remains with the student (policy of directed self-placement). Finally, it is important that any student's decision to move to 100 be made during the first week, so that he or she can enter a section of 100 at least by week 2. In addition, instructors should make students aware that English 100 counts as an elective but does not count toward credit for the Core Curriculum;
- Students must pass English 101 with the minimum grade of C before they can enroll in English 102.

2.2 Failed Prerequisites

If a student has not met the course prerequisites, "Fail" will be noted on the class roster in the "Prerequisites" column. If instructors have students with this notation, please advise them to contact their Academic Advisor to drop the course and have restrictions lifted to allow them to enroll in the proper course. If the student believes he or she has met the prerequisites, please inform him or her to contact the Writing Studies Office Manager immediately to determine if he or she may stay in the class.

If an instructor teaching English 102, 290, or 291 becomes aware of a student who did not pass English 101 or 102 with a C or above, but he or she is not listed as "Fail Prereqs," the instructor should inform the student immediately (in private) of his or her ineligibility to be enrolled in the course and send the student to an academic advisor to register for the proper course. The instructor should then notify the Writing Studies Office Manager, who will verify that the student should drop the course. Instructors should check their class rosters frequently during the first few weeks of the semester to confirm that students who were late additions have registered and that those who were required to drop the class are no longer listed.

Please notify the Writing Studies Office Manager immediately if a student attending class is not registered or should have dropped but is still listed on the official class roster.

2.3 Closed and/or Late Entry Class Cards

Students who contact you for a closed class card should be instructed to register for the course and select the wait list option. If an opening occurs, students will receive an email informing them to register for the course within 24 hours. If students don't register within 24 hours, they will be moved to the bottom of the wait list. Note: The wait list is purged 10 days before classes begin.

If no openings are available before class begins, the student should report on the first day of class and inform the instructor that he or she is not able to enroll because the class is at capacity. The instructor will make an announcement concerning course prerequisites (i.e., successful completion of lower level classes); if an ineligible student drops the class, he or she may create an opening for the waiting student. The "waiting" student should check SalukiNet frequently during the first week as open seats are filled on a first-come, first-serve basis in Salukinet. We cannot "hold" seats for a waiting student until the 2nd week of class. The instructor should notify the Writing Studies Office Manager if there is a student "waiting" for a seat.

At the start of the second week, the instructor may consider anyone who has not attended class to be inactive and should notify the Writing Studies Office Manager of a potential add. In order to be added as a potential overload, the student must sign a *Memo of Understanding* with the Writing Studies Office Manager, or the late entry card will not be valid.

The student will be required to visit his or her academic advisor to have the Course Request Form completed and registration processed. NOTE: It is best to accompany the student to the Writing Studies office for confirmation.

If there are openings listed on the enrollment report, the Writing Studies Office Manager may assign students to an instructor's section during Week 2 without the instructor's signature; thus, it is imperative to notify the office of any potential waiting students before empty seats are reassigned.

After the end of the second week of class, unless approved by the Writing Studies Director, Late Entry/Closed Class cards are not issued. Appeals, including the reason for late entry, should be given to the Writing Studies Office Manager for review/approval by the Writing Studies Director

.2.4 Proficiency Exams

English 101:

In accordance with the University's policy toward "academically *talented* students," the Writing Studies Program in the Department of English offers proficiency credit for English 101 (2016-2017 *Undergraduate Catalog* 36, emphasis added). The Writing Studies Program offers this credit to students who pass a rigorous nine-hour examination, during which they must write in a variety of forms and thereby indicate that they have developed a sufficient level of proficiency in the areas of written communication addressed in English 101, such as narration, self-reflection, analysis, and rhetorical criticism. Students who have enrolled in English 101 and received a grade (including a W, a PR, or an INC) are not eligible for this exam. Proficiency Exams are held the first week of fall and spring

semesters only, on Tuesday, Wednesday, and Thursday evenings, with a make-up exam proctored by the Writing Studies Office Manager any day prior to 1:00 on Friday.

An announcement concerning the option to take the proficiency exam should be made on the first day of class. If a student wishes to reserve a seat for the exam and to receive further information, have him or her contact the Writing Studies Office Manager. It is imperative that students continue to attend their English 101 class until they receive notification that they have passed the proficiency exam; students will not be given excused absences as they are awaiting their results.

Exams will be scored by the Writing Studies Team. Please note that decisions made by the Writing Studies Team are final. Students who pass the proficiency exam will need to contact their advisors immediately to drop English 101 and add either English 102 or another course.

According to the current *Undergraduate Catalog*, “upon passing the proficiency examinations, students are granted course credit and receive a *Pass* grade” (36). The Writing Studies Office considers a *Pass* grade illustrative of a student’s achievement of the course goals/learning objectives outlined in the course description for English 101.

English 102:

Proficiency exams for English 102 (Composition II) are available for eligible students who believe they can demonstrate competency relevant to the learning objectives addressed in English 102. If students are interested, have them contact the Writing Studies Office Manager to receive the guidelines for eligibility. The Writing Studies Director will determine eligibility once the request to take an exam has been reviewed. To pass the English 102 exam (three hours), students must demonstrate:

- that they can apply the practical and productive knowledge of ethos, audience, subject matter, process, and context for a complex purpose;
- that they can read and analyze texts carefully;
- that they know how to integrate written research into a well-argued, analytical essay;
- that they have mastered the appropriate use of standard written English;
- and that they know how to document their sources.

An announcement concerning the option to take the proficiency exam should be made on the first day of class. If a student wishes to reserve a seat for the exam and to receive further information, have him or her contact the Writing Studies Office Manager. It is imperative that students continue to attend their English

101 class until they receive notification that they have passed the proficiency exam; students will not be given excused absences as they are awaiting their results.

Exams will be scored by the Writing Studies Team. Please note that decisions made by the Writing Studies Team are final. Students who pass the proficiency exam will need to contact their advisors immediately to drop English 102 and add another course.

According to the current *Undergraduate Catalog*, “upon passing the proficiency examinations, students are granted course credit and receive a *Pass* grade” (36). The Writing Studies Office

considers a *Pass* grade illustrative of a student's achievement of the course goals/learning objectives outlined in the course description for English 102.

2.4 Low Course Enrollment

On occasion, an assigned course might have low enrollment numbers. Please note that GAs will not lose their contracts simply because the minimum number required for a class to be offered has not been met. Students often enroll in classes throughout the first two weeks of school. If a course must be cancelled, GAs will be reassigned to teach another course, to tutor in the Writing Center, or to assist with administration. New GAs will normally teach ENGL 101 during their first semester, so if changes are necessary, GAs would likely be switched to another 101 section, not to another course. If the Department Chair feels the need to make any changes, the Writing Studies Office Manager will notify the instructors affected as quickly as possible, usually via email. (Thus, it is important to check email frequently, especially during the first few weeks of classes.) **Unless instructed differently, all GAs should plan to teach their assigned sections.**

2.6 Textbooks: 100, 101, 102, 290, 291

Textbooks for English 100, 101, 102, 290, and 291 are common textbooks used by all sections. Instructors will receive a copy of the textbook at or near the beginning of the Pre-Semester Workshop (PSW) in August, although textbooks may be available sooner. Returning GAs and new GAs who come to campus prior to PSW may be able to obtain desk copies of the texts earlier from the Writing Studies Office. Textbooks are also placed on "Reserve" at Morris Library for all of the above courses and can be checked-out for two-hour intervals by students. However, they cannot be removed from the library.

SECTION 3. PROCEDURES FOR CANCELING AND/OR MOVING CLASS

3.1 Absences and Class Coverage

Occasionally, instructors may have to miss a class period. Instructors who know they will have to miss a class in advance (i.e., for conference presentations) must find their own substitute. Instructors who know they have to miss in advance should:

- find another GA who can substitute by posting a request on the English Department GA listserv (ENGL-GA) as soon as they know which date(s) and times they will be absent. This may involve multiple postings to secure a substitute, so please be diligent;
- complete an absence request form (see Writing Studies Office Manager) as soon as possible regarding the dates, the reason for the absence, and the name of the substitute, if applicable. The Writing Studies Director will review an instructor's request and approve the absence, or explain the reason the request is declined, if appropriate;
- provide the substitute with a class list, the class meeting time and place, and a detailed lesson plan.

In case of illness or emergency, instructors should **call** the Writing Studies Office Manager at (618) 453-6811 as soon as possible and post a message on the listserv to try to find a substitute. On a limited basis, Instructional Mentors may be available to cover classes in the case of a last minute emergency; however, it is the instructor's responsibility to exhaust all possible outlets for finding a substitute as outlined here. The department staff cannot collect assignments, proctor quizzes or exams, or take attendance, though fellow instructors can, so finding a substitute is the best—and first—option. If a paper is due in the class and no substitute is available, instructors should find a peer or office mate to collect the essays, have students email digital copies, or arrange to have students bring papers to the next class period. Upon returning to campus, instructors should complete an absence report form, which will be provided by the Writing Studies Office Manager.

Suggestions for handling absences successfully:

- Share copies of the syllabus, assignments, lesson plans, and contact information to allow a smooth substitution in case of an illness or emergency;
- Encourage students to check their emails regularly as you can easily update the entire class on changes via email through MyCourses.

Suggestions for handling absences successfully:

- Share copies of the syllabus, assignments, lesson plans, and contact information to allow a smooth substitution in case of an illness or emergency;
- Encourage students to check their emails regularly as you can easily update the entire class on changes via email through MyCourses.

3.2 Temporary and Permanent Class Location Change

Instructors who are not assigned to teach in computer labs or SMART Board classrooms may request either temporary or permanent lab usage. Requests may also be made if instructors teach in a computer classroom and would like a traditional classroom. Requests for a permanent switch, however, depend upon classroom availability and may not be possible. GAs may also request temporary (e.g., one or two days, depending upon availability) use of computer labs. Reserving computer labs as soon as possible is recommended to ensure availability.

Instructors should contact the Writing Studies Office Manager to schedule both temporary and permanent room changes. Signs will be provided for classroom location changes; instructors should notify students of the location change, preferably during class periods prior to the switch and by emails and/or MyCourses. For more information about using Smartboard, please visit: <http://www.smarttech.com/us/Resources/Training>.

3.3 Conferences

In order to hold individual conferences with students, GAs are allowed to cancel class twice per semester for MWF classes and once per semester for TR classes. During the summer session, instructors may cancel two days of class for conferences (same as a MWF course). Conferences typically should be held on the normally scheduled class day; however, if the instructor finds it necessary to hold the conferences on a different day (e.g., to benefit the students, to attend a professional development opportunity), then the Writing Studies Office Manager should be notified of the change.

Instructors who are canceling class to hold conferences must complete an Absence Request form in advance (contact Writing Studies Office Manager). Holding conferences in the GA offices is highly recommended; however, GAs sometimes opt to hold conferences elsewhere. If instructors choose to meet with students elsewhere (e.g., Morris Library, the Student Center) due to limited office space, they must remind their students of the change of venue and include the location on the Absence Request form. Conferences should not be held off campus.

SECTION 4. ADMINISTRATIVE PROCEDURES

4.1 Office Hours

Instructors must hold two and a half (2.5) office hours per week for each class they teach—i.e., two sections of teaching equate to five office hours per week. Office hours must be held on at least two days of the week. Instructors are welcome to hold more than the minimum number of office hours per week; however, the department requires all instructors to uphold the minimum of 5 hours per week in accordance with the GA contract.

Instructors will receive an email request to designate their office hours each semester – please respond promptly so the office directory can be updated and posted.

Instructors must hold office hours in their assigned office, as students should be able to contact them by phone as well as in person during office hours. If instructors decide to change the venue of office hours on a given day (i.e., meeting with a student to conduct research in the library), they should announce this to their students well in advance and also notify the Writing Studies Office Manager.

Once again, if an instructor needs to cancel office hours for any reason, he or she must inform the Writing Studies Office Manager.

4.2 Department Mailboxes and Student Paper Collection

Mailboxes are located in Faner 2380. Students should have an instructor's permission prior to submitting work to his/her mailbox. If a few students are absent on a due date, the office staff has no objection to collecting their papers. However, please do not have an entire class turn-in work to the department mailroom as there may not be adequate staff on-duty to handle the extra work.

Students are not allowed to submit work by sliding it under their instructor's office door or by placing work in an envelope taped to the door. Such systems do not ensure privacy, and assignments can easily be lost or stolen. If an instructor must cancel class on a due date, he or she may decide to have a substitute collect the assignment from his or her students. Otherwise, the instructor should arrange for students to submit work directly to his or her office or during the next class period. Additionally, instructors may utilize MyCourses to collect students' work.

4.3 Course Reserves at Morris Library

The English Department and the Writing Studies Director encourage GAs and faculty to place print course-related materials to be used for teaching on reserve through Morris Library. Items may be placed on reserve at the library's course reserves desk or through the library's electronic reserves. Course Reserves is located at the main circulation desk in Morris Library. Items placed on reserve are listed under the department, course name, and course number on the Course Reserves Search Page at <http://vufind.carli.illinois.edu/vf-sic/Search/Reserves>. The listing also contains the instructor's name, the author, title, and copy of the item. Students may check out the items for two hours but may not remove them from the library. More detailed procedures can be found at

<http://www.lib.siu.edu/reserves>.

Instructors can utilize MyCourses for disseminating course material digitally. This option makes course materials accessible around the clock and from anywhere that Internet access is available. Instructors can place a wide variety of material on MyCourses, including syllabi, lecture notes and presentations, links to websites, exercises, assignments, journal articles, and book chapters.

4.4 MyCourses and TurnItIn

MyCourses

MyCourses is a website often used by instructors who wish to provide an extension of the classroom through an online venue. Although MyCourses may be required for certain data-gathering tasks required by the university, whether or not to employ most features of the platform will be left to the individual instructor. MyCourses can be used in a multitude of ways: as a repository for storing class documents to a more interactive forum of discussion boards; for email; as a central location to house course resources like assignment prompts and syllabi; for online chat; for grade calculators; for creating quizzes and timed assignments; for plagiarism detection through Turnitin.com (see below); and for assessment purposes. MyCourses essentially provides an online forum for students to interact with their teacher and classmates.

Instructors teaching English 101 and 102 will automatically have a site shell created for each of their sections. Shells are automatically generated when the department assigns or lists classes. If instructors want a sandbox shell—a shell which may be used to build a course so that it may be copied—they may request one by emailing the SIUC Online Help Desk: mycourses@siu.edu. Additionally, the SIUC Center for Teaching Excellence (CTE) offers real-time online support here: <https://cte.siu.edu/mycourses-helpdesk/chat-zoho-instructor.php>

To learn of additional resources available through MyCourses, visit <https://cte.siu.edu/mycourses-helpdesk/index.php>.

TurnItIn

In English 101 and 102, instructors may choose to have students submit final unit essays and portfolio materials to TurnItIn via MyCourses, which is the more convenient option, or to SIU's TurnItIn.com web forum. See class syllabi for more information.

4.5 Use of Blogs

While the use of electronic media such as course blogs is generally encouraged, instructors are reminded to use discretion in asking students to post materials in an open-access, online platform. When asking or suggesting that students post essays online in a public forum—one that goes beyond the instructor's specific course section on MyCourses—instructors should remind students that those essays are then widely accessible. Additionally, instructors must not require students to post any material to a public site. If this posting is offered as an extra credit assignment, then GAs must also offer a private alternative assignment of equal extra credit value.

4.6 Use of Social Media

Postings to social media sites are a reflection of your professional identity and could affect your ability to maintain productive relationships with students, peers, faculty, and staff. As such, you will want to use social media thoughtfully and responsibly. Furthermore, please be advised that FERPA laws and university policies prohibit the release of any student information.

4.7 Photocopy Policies

All photocopy requests must be submitted at least 48 hours prior to the time needed. Infrequent short-term requests will be honored as possible, but please be advised that time constraints (in light of other office worker responsibilities) prevent any guarantee that the request can be met.

GAs may be asked to provide justification for photocopying requests and are encouraged to consider the learning objectives behind each request. Instructors are encouraged to use online resources and create pdf documents that can be posted to MyCourses in an effort to avoid waste. Due to budget constraints, all GA requests for copies to be made on colored paper must be approved by the Writing Studies Office Manager.

Each GA office printer will receive one toner at the beginning of each semester as needed. In addition, GAs will be able to send print jobs for the classes they are teaching directly to the copier (select “Copier” on the drop-down menu) and are limited to 250 copies per class taught. GAs may remove print jobs from the copier, but may not operate the copier themselves. Please place other previously completed jobs still on the copier in the wire rack on the table next to the copier. A Copy Request form should be completed for any other work that cannot be sent directly to the copier.

GAs will be asked to provide a five-digit number to the Writing Studies Office Manager, which will be entered into the copier database; when “Print” is selected the GA must enter their personal code in order to send a job to the copier.

Personal documents for printing can be stored in the SIU system, and may be paid for and printed-out at any of the copiers located on-campus (Faner 3rd floor, Faner computer lab; Morris Library, etc.). GAs will add funds to their SIU account, and will swipe their student ID at the copier, which will bring up a list of all pending documents; select the items to be printed and the copies will be printed.

NOTE: Since it is a violation of the State of Illinois Ethics laws to use state equipment for personal use, any documents sent to the copier that are obviously not related to courses that are taught by GAs will be shredded immediately.

4.8 Visual Media Use in Writing Studies Courses

While the English Department and the Writing Studies Director do not want to disallow the use of videos, DVDs, and other nonprint media in the classroom, they do want to ensure that the learning objectives are clearly justified.

The reasons for the department's reservations concerning non-print media are the following:

1. A major consequence of showing a video or television show is the expenditure of class time that could be used for more active learning exercises. Most films require two class periods to be shown in full. While an argument can be made that most undergraduate students are more comfortable with visual media than with written texts, that argument also justifies the need for great exposure to and familiarity with written texts. It is the English Department's position that active learning methods applied to the creation and/or use of written texts are generally better pedagogical strategies than showing videos.
2. While most students are movie-watchers, even regular movie going does not give them the critical apparatus for studying and evaluating films. In order to do any justice to film analysis, instructors need to spend even more class time helping students develop this analytical apparatus.
3. Often, instructors may choose to show a video and assign an analysis of it for reasons that have little to do with their students' education. Again, make sure to consider the rationale as to why the film is relevant to show in class.

With this guideline in mind, submit a request via email to the Writing Studies Director at least eight days prior to the day(s) you would like to incorporate any visual media. On the form, include the following information:

- the course/section(s), date(s), building and room number(s), beginning/ending time(s), and whether a DVD player is needed;
- the title of the program the class will view;
- a rationale describing the function of the video or program within the course curriculum (What course goals or learning objectives will the video or program teach? What will students do with the video or program that they watch?);
- a statement that addresses the Offensive Materials Policy (see *GA Handbook* Section 4.10 for more information) in the following manner: Does the material to be viewed contain potentially offensive (i.e., violent, sexually explicit, racially or ethnically or sexually degrading) images and/or language? If so, how will the problem be addressed, and what alternative assignment(s) will be available to students?

Once the Director has approved an instructor's request to show a video, please print a copy of the Director's email and take it to Faner 2380 in order to have the request to check out a DVD and/or TV filled. For classrooms outside of Faner, CTE will deliver the equipment to the classroom at the specified date and time. Their number is 618-453-2258.

- the course/section(s), date(s) needed, building and room number(s), beginning/ending time(s), and whether a VCR or DVD player is needed;
- the name of the program the class will view;
- a rationale describing the function of the video or program within the course curriculum

(What course goals or learning objectives will the video or program teach? What will students do with the video or program that they watch?);

- a statement that addresses the Offensive Materials Policy (see *GA Handbook* Section 4.10 for more information) in the following manner: Does the to-be-screened material to be viewed contain potentially offensive (i.e., violent, sexually explicit, racially or ethnically or sexually degrading) images and/or language? If so, how will the problem be addressed, and what alternative assignment(s) will be available to students?

Once the Director has approved an instructor's request to show a video, please print a copy of the Director's email and take it to Faner 2380 in order to have the request to check out a VCR/DVD and TV filled. For classrooms outside of Faner, CTE will deliver the equipment to the classroom at the specified date and time. Their number is 618-453-2258.

4.9 Slide Projectors/Overhead Projectors/PowerPoint Equipment

Instructors who need to reserve projectors should follow the same procedure for DVD/TV equipment, although approval from the Writing Studies Director is not required. If laptops are needed, instructors should contact CTE at 618-453-2258.

4.10 Offensive Materials Statement

A significant function of higher education is to challenge students to expand themselves culturally, socially, and intellectually. Such challenges, on occasion, may include reading, listening to, or viewing material for a class that could potentially offend some students. However, students cannot be forced to read or view material that can reasonably be assumed to be offensive. Offensive material is defined here as images and/or language that can reasonably be interpreted as violent, sexually explicit, or racially, ethnically, culturally, religiously, politically, or sexually degrading.

The Department of English and the Writing Studies Director recognize that, sometimes, there are good reasons for the inclusion of such material in a course. To include potentially offensive material in a writing course, instructors should:

- be able to elucidate an acceptable pedagogical rationale for the inclusion of this particular material and/or whether or not there is other material that is not potentially offensive that might achieve the same learning objectives;
- warn the class that the material is potentially offensive and in what ways;
- offer a less offensive alternative assignment to those who prefer not to view or read such material because they believe they will be offended by it;
- assure students who choose an alternate assignment that their work will be evaluated in an unbiased manner.

If instructors cannot accept the above guidelines, then they should seriously reconsider the inclusion of potentially offensive material in their courses.

If an instructor is having trouble deciding if material might be offensive, or if the instructor wishes to explore alternatives to such materials, he or she may make an appointment to discuss these matters with a member of the Writing Studies Team.

Of course, GAs cannot anticipate all potentially offensive material. While completing coursework for their composition classes, students will inevitably be exposed to new ideas and diverse cultural issues, some of which students might find offensive. Instructors are expected to address such experiences with professionalism.

4.11 Sample Student Essays

If instructors would like to use sample student essays for instruction, they can contact the Writing Studies Assistants in order to review a USB flash drive containing stored essays and their authors' permissions statements. Instructors may check out the flash drive for two hours, during which they can select viable examples for their purposes, check to be sure the students have granted permission for their use, download the essay(s), and return the materials. In addition, sample essays for English 101 and 102 are available through MyCourses in the English Department Archive.

4.12 Relevant Department Personnel Titles

English Department Chair
Director of Graduate Studies (DGS)
Writing Studies Director (WSD)
Director of Undergraduate Studies (USD)
Writing Studies Assistant (WSA)
Instructional Mentor (IM)
Graduate Assistant (GA)
Writing Studies Office Manager
Graduate Studies Office Manager
Fiscal Office Manager

SECTION 5. ATTENDANCE POLICIES

5.1 Student Attendance Policies

Instructors are required to take attendance every class period. Attendance records are very important because:

- attendance can impact course grades, and documentation of this is needed;
- if a student stops attending class and does not withdraw from the course, instructors must report the student's last date of attendance when entering final grades in Banner.

For accurate records of student attendance, please make sure to record attendance daily in your hard copy grade book and in MyCourses as required by the university.

Attendance policies must be clearly stated in the course guidelines. Please see standardized course syllabi for the pertinent attendance policies.

The university requires instructors to excuse absences for religious holidays and officially organized, documented university events (e.g., student athletes are not penalized for missing class for games). In these cases, the policy is as follows. The student must:

- notify his/her teacher at least two class periods in advance of the absence and provide adequate documentation;
- turn in any work (which is due on the day of the absence) beforehand;
- be allowed to make up any work assigned and/or completed on the day of the absence without penalty to his/her grade.

For university events, the university provides a specific form that must be signed by the student's coach or staff advisor. It is the student's responsibility to be sure that he or she presents this form at least two class periods in advance.

It is reasonable to excuse absences for illness and family emergencies. Typically, instructors will request documentation for illness or family emergencies and excuse the absences based on this documentation. The best policy is to evaluate absences on a case-by-case basis.

If using this approach to attendance, acceptable excuses for missing a class may include:

- severe or significantly debilitating (including contagious) illness;
- death of a relative, significant other, or close friend;
- profound familial problems or profound psychological trauma;
- sudden accident and/or injury;
- a job interview that cannot be rescheduled at another time that is either crucial to a career or crucial to remaining in school;
- severe weather conditions that make for unsafe travel;
- other reasons at the instructor's discretion.

Please use your discretion about what counts as acceptable or unacceptable excuses. It is best to procure documentation before excusing absences. Remember, successive absences will need to be documented; absences from class sessions for more than three weeks may require a negotiation about withdrawal from the course or a grade of an incomplete. If an incomplete is in order, refer to Section 6.3 in this handbook for further instructions, including obtaining approval from the Director of Writing Studies.

When following an attendance policy, keep the following in mind:

- Health Services asks all instructors not to require a doctor's note for illness-related absences. Health Services will not give students a note to document their visit. However, students can ask for a receipt (walk-out note) at Health Services that has the date and time of their visit. If a student turns in a form from Health Services documenting his or her visit *please check the document for validity*. Feel free to call Health Services at 618-453-3311 to verify any suspicious documents;
- Instructors *cannot* ask students to divulge any medical information. Health Service receipts do not have medical information on them;
 - Tragedies (including serious illness, death in the family, car accidents, etc.) may lead to extensive absences. If a student is involved in such a situation, advise him or her to contact Transitional Programs at 618-453-7041. Transitional Programs is a notification service only and does not verify absences.
 - Rather than the student contacting every instructor to explain his or her situation, Transitional Programs will send a notice to *all* of the student's instructors. This letter may or may not include details about the student's situation; the letter will state that the student has contacted Transitional Programs and should provide an expected date of return.
 - It is the student's responsibility and discretion to contact any and all student services, including Transitional Programs, not the instructor's.

In sum, the best ways to encourage student attendance are to do the following:

- Assign in-class activities for which students are held accountable (e.g., graded activities);
- Provide students with reasons to attend and participate in class by providing clear and engaging learning objectives;
- Clearly outline all attendance policies in the course guidelines;
- Take clear, accurate attendance records every class period by documenting missing students in the gradebook;
- Be aware of support services, such as Saluki Cares and Transitional Programs

SECTION 6. PROCEDURES FOR GRADING STUDENT WORK

6.1 Returning Assignments

All essay assignments, including rough drafts, should be graded and returned within 2 weeks (14 days, including weekends and holidays) of being handed in. If a student hands in a paper late, then the paper should be returned within 2 weeks (14 days, including weekends and holidays) of the paper's submission.

All other assignments, including in-class assignments and homework assignments, must be returned within 1 week (7 days, including weekends and holidays) of being submitted.

6.2 Grade Book Management

Keeping a precise and legible grade book is absolutely essential for several reasons:

1. **For Instructors' Own Records.** There will be occasions when instructors will be expected to provide course performance information, and keeping well-organized, up- to-date records will help in the following cases:
 - a. If a student stops attending class, there will need to be an accurate record of that student's attendance in case the student unpredictably returns to class, requests a backdated withdrawal from the university, requests an incomplete, or receives a "Withdraw Fail— WF" grade at the end of the semester. If a student requests a withdrawal from the class, instructors are expected to provide the last date of attendance and to determine whether the student was making progress in the course.
 - b. The university requires that instructors be able to provide a grade for students at all times during the semester. For any number of reasons, instructors can be called on to provide that grade.
 - c. Grade requests are made regularly for SIUC athletes and students enrolled in other course programs, such as EXP2 (Exploratory Student - Provisional Program).

2. **For the Writing Studies Office Records.** GAs are required to post specific grades to MyCourses at various points during each semester for the purposes of early intervention and university data collection. Reminders will be sent out as these deadlines approach. In addition, accurate records are required in order to address any complaints about grades or requests for backdated withdrawals from courses after grade books have been turned in at the end of a semester. Students have been known to return years after being enrolled in a class to make requests such as backdated withdrawals, proof of attendance, etc. Therefore, gradebooks must be clear, well-organized, and accurate.

Grade books function as a record of the following for each student:

- **Attendance.** Instructors must take attendance every class period, making note of days off for holidays.

- **Grades.** Instructors must record all grades issued to students in such a way that the Writing Studies Office could determine the grade by following the key outlined in the grade book. Grades and grade calculations may be recorded on separate sheets (such as Excel), but a copy of the grades must be attached to the grade book at the end of the semester.
 - If grade records are on a computer, print out hardcopies after every addition of a new grade or keep secure back-up files, just in case the original file is lost. For this reason, it is encouraged to record grades directly in the grade book in addition to having them on separate calculation sheets.
 - Instructors may want to record additional notes about student grades on a separate sheet of paper, especially if these notes help clarify attendance, grades, or other aspects of records for particular students.

Please follow these guidelines to insure clear record keeping:

1. Provide the following information in the top left-hand corner of the page on the first grade book page of every course being taught:
 - The semester and year
 - The course number and section
 - The times and days the course meets
2. Keep records for different courses and different sections of the same course separately. Depending on the number of class assignments, it is usually best to devote four grade book pages per class.
3. Record the name of each student in the class in the left-hand column of the first page, last name first, then first name, in alphabetical order. For twenty students in each class, it is best to give each student two lines of the grade book page—that is, skip a line after each name. With more than twenty students, skipping lines may not be possible.
4. Some instructors also like to record students' ID numbers beside or below their names.
5. A key should be created for how absences, tardies, and grades are recorded in the grade book. Additionally, this key must be clearly explained at the bottom of the first page of each class in the grade book for the Writing Studies Program in the event that a student disputes a grade.
6. Instructors must keep a record of every grade the student makes in the course. All grades/points recorded in the grade book and on any separate grade sheet must be labeled with the name of the assignment or activity for which the student is receiving the grade/point.
7. Provide an explanation of how final grades are determined for each class. Instructors should provide a key to indicate the weight of points/grades on their syllabus, and then submit the syllabus (except for English 101) for each class with their grade books.

6.3 Incompletes and PR Course Grades

An incomplete (INC) grade may be issued for a student making satisfactory progress in a course who, for reasons beyond his/her control, is unable to finish the course on time (e.g., a sudden severe illness that keeps a student in the hospital). Students are required to provide documentation to verify the reason for the incomplete.

A work in progress (PR) grade may be issued for a student enrolled in ENGL 101 who has attended class regularly and completed assignments on-time but still falls short of the required "C" grade to pass the course. The student may only have one "PR" grade, which does not count for credit in

ENGL 101. The student then has one year to retake the course, or the “PR” grade becomes an “F” and is included in the calculations for the student’s GPA. Instructors must contact the Writing Studies Office Manager to verify the student is taking ENGL 101 for the first time before issuing the PR grade. A student who is frequently absent and does not complete assignments in a timely manner is not eligible for a PR.

While INC and PR grades are not given solely at the instructor’s discretion, instructors can determine if a student might be eligible for such a grade. If this is the case, the instructor should contact the Writing Studies Director with a rationale for the Incomplete. The Writing Studies Director makes the final decision in these cases.

NOTE: Before agreeing to give an Incomplete, instructors should remember that it will be their responsibility to grade the student’s work when he or she submits the missed assignments.

Undergraduates have one semester to finish an INC. If the student does not complete the designated work, instructors should enter the grade he or she earned without the work. If the grade is not changed, it will automatically become an “F” at the end of the next full semester.

The following cases are not eligible for INCs or PRs:

- Students who attend a few classes early on and then stop attending;
- Students who stop submitting assignments;
- Students who request a backdated withdrawal from the university. These students should discuss other options with their academic advisors.

6.4 Withdrawals and WF Grades

Instructors should stay apprised of the “drop date”—the last day students can withdraw from class. Make sure students, especially those who are not making enough progress to pass the course, are aware of this date. Remember: *students must pass 101 and 102 with a “C” or better* in order to receive core curriculum credit for the course and to move on to the next class. Students who withdraw before the tenth week of class receive a grade of “W” on their official transcripts along with the date of the withdrawal.

Students who stop attending class but do not officially withdraw will receive a grade of “WF” on the final grade sheet. Be sure to keep accurate attendance records in order to note the exact date when a student stops attending. This information is required by the Registrar’s Office.

Backdated Withdrawals may be issued to those students who have suffered an accident or illness; have had an accident or illness in the immediate family; have suffered emotional or psychological trauma; have had a pending disciplinary, academic, or financial aid appeal overturned; or have been inducted into the military *prior to the withdrawal deadline*, but, due to their circumstances *were unable to withdraw from the class before that deadline*. In order to issue a Backdated Withdrawal, students need documentation of the reason for needing to withdraw from the class and must complete a Retroactive Academic Withdrawal Petition. Students who may qualify for a backdated withdrawal should contact their advisors immediately and/or visit the Registrar’s website:

<http://registrar.siu.edu/students/withdrawal.html> for more information.

- Students who have missed a number of classes due to one of the above reasons but attempt to continue coming to class (i.e., those suffering emotional or psychological trauma who are in counseling) may still be eligible for a Backdated Withdrawal. However, the student must provide documentation before the Withdrawal can be approved.
- Transitional Programs may contact an instructor by email to verify that a student was a “No Show” and request a Change of Grade card be completed. The “No Show” grade will be entered and the course will be removed from the transcript. If such an email is received, verify the legitimacy of the request with the Writing Studies Office Manager.

Military students who are deployed should consult with Veteran’s Services at (618) 453-1335 to determine what options are available to them regarding their course work. Regardless of the option chosen, the student must see his or her advisor or base representative to choose the best option. Instructors are not permitted to enter a “WM” grade on Banner – only the Registrar can enter that grade.

6.5 Grade Disputes

Occasionally, a student will disagree with his/her grade—whether it is on a formal paper, on an informal exercise, or for the entire course. Do not feel pressured to change a grade simply because a student is dissatisfied. Instructors must hold to their policies for grading fairly and in academic published standards and should assign students the grades they have earned. All unresolved grade disputes must be referred to the Writing Studies Director’s office.

Many grade disputes can be avoided by doing the following:

- **Clearly outline grading scales and policies in course guidelines.**
 - Make every effort to not deviate from these. Course guidelines are essentially contracts with students, and the university expects instructors to abide by them.
 - Go over the guidelines with each class. Make sure every student has a copy of the guidelines and make sure each student is aware of these guidelines—this includes students who enroll late.
 - If an instructor needs to change guidelines for any reason, he or she should provide a written addendum to the syllabus.
- **Keep clear, complete records of all graded work.**
 - If attendance counts as part of the course grade, make sure to take attendance every day and keep a clear attendance record.
 - When using an electronic gradebook, be sure to have a back-up copy. Memory of graded work can be unreliable.
- **Provide a rubric for each assignment.**
 - Rubrics help students understand the criteria for evaluation.
 - The best rubrics clarify the qualities of successful writing, which helps students focus on their writing, not their grade.
- **Turn in grade calculations with grade books.**
- **Inform the Director of Writing Studies if a student plans to officially contest a grade through the formal grade appeal process. As instructors prepare to meet with students who are disputing grades, they should follow the guidelines below:**
 - First, instructors should ensure that students feel comfortable when coming to their

office hours to discuss grade disputes by setting the tone for open dialogue. Try to resolve these matters before sending the student to the Writing Studies Office.

- If the issue cannot be resolved and the instructor is unwilling to change a grade, direct the student to the Writing Studies Office Manager, who will provide official grade appeal guidelines. Once the appeal is filed by the student it will be given to the Writing Studies Director for review.
- Be prepared to provide specific details and a rationale to the Writing Studies Director regarding grade appeals when requested, including attendance records, grading policies, etc. If you are not contacted by the Writing Studies Director it usually means the student did not follow through with the appeal process.

6.6 Privacy Policies Concerning Grades

The Educational Rights and Privacy Act and SIUC policy guarantee students' rights to privacy for their grades and other educational records. Instructors must adhere to the following policies:

- Do not discuss grades over email or on the phone without the written permission (via email or hard copy) of the student. Grade discussions should take place face-to-face, when possible. Even if the student gives the instructor permission to send a grade over email, the instructor may choose whether or not to do so.
- Grades should not be posted in any fashion, even with names omitted and replaced by codes, DawgTag numbers, or other methods intended to hide students' identities.
- Graded materials are not to be left in the hallway, in a classroom, in an office, on a desk, in an open waste can, or in any other public place where others could have access to them. This constitutes a violation of students' privacy.
- Never discuss students' grades with parents or legal guardians unless the student has provided dated, written permission to do so.
 - Sometimes a parent or guardian will call, email, or come by an instructor's office to inquire about a student's grade, general performance, etc. Please discuss these privacy policies with the parent, and if the parent becomes angry or insistent, refer him/her to the Writing Studies Director.
 - Occasionally, offices across campus will ask for grades. This is allowable for:
 - Achieve,
 - Athletics,
 - and EXP2.
 - If you are requested to release a grade by any other office or if you question the validity of a request, check in with the Writing Studies Director.

SECTION 7. PROCEDURES FOR HANDLING DISCIPLINARY PROBLEMS

7.1 Disruptive or Problematic Behavior

Instructors will not typically encounter anything other than the occasionally talkative or rowdy student, but there might be an occasion when student behavior becomes more problematic. Below are guidelines for addressing such problematic behavior.

If a student is being talkative or a little rowdy and the behavior is unusual for the student, the instructor should ask the student to remain after class or to make an appointment for an individual conference. The instructor could also talk with the student at his or her desk or just outside of the classroom while the other students are actively working on something in class.

- In such discussions, the instructor should adopt a calm, but firm, professional attitude and tone. He or she should point out specifically which behavior is disruptive and ask the student to tone down this behavior and help achieve the objectives of that day's class.
- The instructor should always show respect for the student but not condone the student's behavior.
- The instructor must not humiliate students and should always have conversations about misguided and disruptive behavior with the student individually, not with another student or group of students or in front of the entire class. If a student feels humiliated, he or she might retaliate by escalating the inappropriate behavior or by resorting to silence and refusal to participate in class activities.

If a student becomes violent or threatening in class:

- The instructor should dismiss the class immediately in order to ensure the safety of the students and themselves.
- The instructor should then call the SIUC police or 911 and designate a public place nearby to meet the police. The instructor *must not* remain in the classroom with the threatening student. If the student leaves the area, the instructor should try to note the direction he or she goes and be prepared to offer a physical description of the student.
- As soon as possible, the instructor should notify the Writing Studies Director or the Writing Studies Assistants. If these individuals are not available, the instructor should contact the Chair, the Graduate Studies Director, or the Undergraduate Studies Director.
- The instructor should not arrange a private meeting with a threatening student. If the student is actually threatening violence, the Writing Studies Director will have the student removed from the class.
- Instructors may ask a student to leave for the day.

In cases where the student is asked to leave the classroom, the instructor should send the student to Faner 2380, where he or she must schedule a meeting with a member of the Writing Studies Team to discuss the behavior/incident, which will be officially documented. The instructor should inform the student that he or she will not be allowed to return to class until after having a mandatory meeting with a member of the Writing Studies Team during which the student will sign a "memo of understanding" concerning the problematic behavior.

Discussion about the behavioral problem and consultation with the instructor will determine subsequent steps, which may include the involvement of the Department of Public Safety, the Counseling Center, Office of Student Rights and Responsibilities, or the Sexual Harassment Office.

In the case that the incident is not severe enough to warrant dismissal from class, it is recommended that the instructor hold a conference with the student to discuss the behavior/incident. During the conference with the student, the instructor should have an office mate in the office witness the meeting and be available if the student becomes abusive.

- If the instructor is unable to work out a situation informally with the student—for instance, if the behavior continues—he or she can arrange a joint meeting with the student and the Writing Studies Assistants or Director to discuss the problem. Or, in cases in which a student is asked to leave class, the instructor will require the student to meet with the Director of Writing Studies or the Writing Studies Assistants before returning to class.
- The instructor should keep written documentation of all behavior problems beyond the normal rowdiness issues and should share this documentation with the Writing Studies Team. A clear disciplinary record could be important if a student is permanently removed from the class.

Sexual harassment is not to be tolerated in any form. According to the University Policy Regarding Sexual Harassment, “sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, verbal or other expressive behaviors, or physical conduct commonly understood to be of a sexual nature, when:

- submission to or toleration of such conduct is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in other university activities;
- submission to or rejection of such conduct is used as a basis for employment or for academic decisions or assessments affecting the individual’s status as an employee or student;
- such conduct has the purpose or effect of unreasonably interfering with an individual’s status as a student or employee or creates an intimidating, hostile, or offensive work or education environment” (47).

According to the SIUC policy on Sexual Harassment, “examples of behavior that may be considered sexual harassment include, but are not limited to, the following:

- Physical/sexual assault;
- Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
- A pattern of conduct, annoying or humiliating in a sexual way, that includes comments of a sexual nature and/or sexually explicit statements, questions, jokes, or anecdotes; a pattern of conduct that would annoy or humiliate a reasonable person at whom the conduct was obviously directed. Such conduct includes, but is not limited to gestures, facial expressions, speech, or physical contact understood to be sexual in nature or which is repeated after the individual signifies that the conduct is perceived to be sexually offensive. However, the determination of whether sexual harassment occurred

will not depend solely on whether the individual being harassed told the harasser to stop the behavior” (47).

The policy does clarify that “harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge any individual’s rights under the first amendment, academic freedom, or the university’s educational mission” (47).

It is important, too, to remember that actions need not be direct or explicit for them to be considered sexual harassment. As the policy states, “Sexual harassment can be implied from the conduct, circumstances, and the relationship of the individuals involved” (48). Furthermore, “the fact that someone did not intend to sexually harass an individual is generally not considered a defense to a complaint of sexual harassment. In most cases it is the characteristics of the behavior and how that behavior is perceived that determine whether sexual harassment occurred” (47).

Sexual harassment includes, then, sexual remarks made to or about an instructor or a student by either instructors or students; remarks made to or about students in their classes; sexually explicit remarks of any kind made in the class that create an intimidating, hostile, or offensive environment; and any inappropriate—that is, sexually explicit or unwanted—touching.

When witnessing an act of sexual harassment, instructors should first speak to the offending student. In these conferences, they should identify the offending behavior and explain why it cannot be tolerated. (Again, remember that there is a difference between disrespecting the behavior and disrespecting the student.) Try to schedule conferences when office mates are in the office. GAs may also request a Writing Studies Assistant to be present during any such conference.

If the behavior continues, instructors should consult the English Department’s sexual harassment policy representative (please see the Department Administration in the Preface) and the Writing Studies Director for advice on how to proceed. SIU’s “Sexual Harassment Policy Statement” is available at <http://policies.siuc.edu/policies/sexual.html>. The University Affirmative Action Office’s Website also contains a copy of the policy, as well as a list of university information advisors and other resources. To view this information, visit: <http://affact.siuc.edu/sexharass.html>.

7.2 Disturbing or Inappropriate Student Writing

The Writing Studies Program encourages creativity and freedom of expression; however, writing that could be considered gratuitously violent or threatening will not be tolerated. Hopefully, by working with their students through process approaches to writing, instructors will be able to prevent students from broaching a subject that would be considered inappropriate. However, instructors may encounter an occasion in which a student composes inappropriate or even disturbing material. In the event that this should happen, instructors may find helpful the following information on how to handle such a situation:

<http://www.colorado.edu/studentaffairs/victimassistance/quickassist/disturbingwriting.pdf>.

7.3 Technology Policy

As stated in the English 101 Course Policies, any student who brings a cell phone—or other mobile communication device—to class is responsible for turning it off before the beginning of the official start time. It is important for instructors to remember that, with respect to all issues regarding technology, they must never attempt to confiscate a student's device(s). An instructor does not have the right to take a student's property.

The considerate use of cell phones and technological devices is expected in the classroom at all times. Although technological devices (i.e., cell phones, headphones, laptops, tablets, etc.) can be distracting and disruptive, they *can* be used as legitimate educational tools in the composition classroom. Therefore, devices should always be turned off or set to “silent” prior to the start of class. If students are allowed to use headphones during work periods, then the volume should be set low enough to ensure that they are not disturbing others. If a student is in the midst of some family crisis that requires him or her to keep a cell phone turned on, he or she must keep the ringer set to “silent” and alert the instructor before class about the situation. If students need to take an emergency call, they should quietly leave the classroom and find a place where their conversation will not disturb others. Students should also avoid using their cell phone or other device during class time for anything other than approved educational purposes related to the course content.

Certain instructors may choose to further restrict the use of devices in their classroom. In these instances, the instructor will provide an addendum to the course syllabus that clearly communicates to students their cell phone and/or device policy. The Writing Studies Office will support individual instructor's decisions regarding technological devices in the classroom. Lack of compliance with this or the instructor's policy will be regarded as disruptive behavior.

SECTION 8. PLAGIARISM

8.1 Procedures for Handling Plagiarism

The following is SIU's plagiarism policy: <http://libguides.lib.siu.edu/plagiarism>

You do not have the authority to officially sanction students for violations of academic honesty, even if the student admits to the violation. The Writing Studies Director has the initial jurisdiction over complaints of academic dishonesty for all 100-291-level courses. However, you do have the authority to informally resolve cases where students violate academic honesty, and the University encourages these informal resolutions. If you accuse a student of plagiarism, you must either (1) be willing to take the case forward officially to the Writing Studies Director or (2) be willing to apologize and tell the student you were wrong to accuse her or him—if you are unwilling to take the case forward officially.

Never accuse a student of plagiarism or any act of dishonesty in class or when other students are present. Act professionally when making such an accusation.

You need to understand what plagiarism is, that it can be unintentional as well as intentional, and that the two can—and should—be handled differently.

Keep copies of plagiarized papers and notes of your informal meetings with students discussing these papers, your response, and the students' responses to the accusations. For information about the Student Conduct Code, go to the section entitled "Procedures Applicable to Academic Dishonesty" at https://srr.siu.edu/_common/documents/scc.pdf.

Procedures for Addressing Academic Dishonesty Informally—Re: A Student's Initial Offense

Part of a writing instructor's job is to teach students what constitutes plagiarism and how to avoid it. Therefore, if and when plagiarism is first detected, instructors should have an informal conversation with the student to check understanding. Regardless of whether the plagiarism resulted from a misunderstanding on the student's part, the instructor should record the events and complete a Memo of Understanding*. Instructors may wish to ask a WSA or an IM to be a witness during the informal conversation.

Procedures for Addressing Academic Dishonesty Formally

If the informal discussion is unsatisfactory or if the plagiarism is not remedied, the instructor should send a letter indicating a charge of plagiarism. This letter should follow the template* composed by the Writing Studies Office (as it has been vetted by the Dean's office for compliance with the Student Conduct Code). The letter must be copied to the Writing Studies Director, and the Director of Student Rights and Responsibilities.

1. When the student accepts responsibility:
 - a. The student must respond within five days accepting responsibility in writing.
 - b. Once the student has responded, the instructor must consult with SRR to receive

- information on the student's judicial history.
- c. The instructor will assign appropriate sanctions, complete the adjudication form*, and notify the appropriate University personnel. Copies of the form should be filed with the Writing Studies Director, WSAs, and SRR.
 - d. The student may appeal the sanctions via SRR.
2. When the student contests:
- a. The student must respond in writing within five days contesting the allegations.
 - b. The instructor must forward to the CoLA Dean the student's response, along with a copy of the original complaint, the paper(s) in question, and a brief overview of what interactions have transpired.
 - c. The Dean will then schedule a hearing. The instructor and student (in that order) will have an equal opportunity to present information and evidence regarding the allegations. [NOTE: Prior to the hearing, the instructor should meet with the Writing Studies Director to consult about the case.]
 - d. The Dean will determine the outcome and will notify all participants of the decision within 5 days of the hearing.
 - e. The student may appeal the Dean's decision via SRR.

***All forms are available in hard copy (from the WSAs and the Writing Studies Manager) and digitally (MyCourses Instructional Archives—Procedures and Forms folder).**

SECTION 9. END OF TERM PROCEDURES

9.1 End-of-Semester Course Evaluations

Evaluations are not optional. Students have the right to evaluate each instructor's class at the end of each semester, and GAs are required to provide students that opportunity.

Evaluation procedures are handled in the following way:

- During the last few weeks of the semester, the department will place a course evaluation packet in your mailbox that includes an evaluation form for each student.
- Evaluations should be administered during the last week of class – not during the final exam week.
- The instructor should ask a trustworthy student if he/she will proctor the evaluation and take the sealed envelope to the Writing Studies Office Manager when everyone is finished filling out the form.
- On the day of the evaluation, the instructor gives the envelope and forms to the proctoring student and leaves the room. Instructors should not be present while evaluations are distributed, completed, or collected.
- Before the evaluation begins, instructors should announce that they are not allowed to read the evaluations until final course grades are submitted.

Privacy is imperative during evaluations. Students need to know they can honestly evaluate the course without fear of repercussions from their instructors.

After final grades have been entered on Banner, the evaluations are sent to the Center for Teaching Excellence for an electronic report. Once the report is received it is sent to the GA, along with copies of the "Comment" sheets completed with the evaluation form. This email will be sent from the English.Writing.Studies.Office@siu.edu account. Please make sure to add this account to your contacts to ensure you receive the correspondence.

9.2 Student Permissions

Prior to the end of the semester, instructors may be provided an envelope with Permission forms to be completed by each student. These forms indicate that a student either does or does not agree to allow the Writing Studies Program to use his or her work in graduate assistant training, as samples for future composition classes, for assessment purposes, for research, or for other educational purposes designated by the Writing Studies Program. These forms must be completed by all students and submitted to the Writing Studies Office. We do not collect data from all classes each semester.

9.3 Paper Submission for English 101 Courses

At the conclusion of each semester, 101 and 102 instructors should digitally collect student essays. In addition to the hard copies of the four texts students select for submission, you will need to instruct your students to digitally submit the contents of their final portfolios via MyCourses. Each file should

be clearly labeled with the student's first initial, last name, a capital *U* (indicating "unit"), the unit's number, and a *p* (indicating "portfolio")—e.g., RSmithU3p

Please stress to students that they should not deviate from this labeling format, as it is essential to the process of organizing documents for various assessment projects required by the university. If a student wishes to reclaim the hard copy of the portfolio they submitted, the student may make arrangements with you to do so after final grades are submitted. Otherwise, students can reclaim the portfolio by visiting the main office within 30 days of the start of the next semester.

Students should digitally submit four essays from throughout the semester and four from the final portfolio. Files to be included are as follows:

- From the semester:
 - Unit One Essay: Working Folder Draft
 - Unit Two Essay: Working Folder Draft
 - Unit Three Essay: Working Folder Draft
 - Unit Four Essay: Working Folder Draft
- From the portfolio:
 - Unit Five Reflective Essay
 - Unit Two Revised Essay: Portfolio Draft
 - Two Revised (Portfolio) Drafts of TWO of the following:
 - Unit One Revised Essay: Portfolio Draft
 - Unit Three Revised Essay: Portfolio Draft
 - Unit Four Revised Essay: Portfolio Draft

The files should be saved in rich-text-format (RTF) or as portable-document-format (PDF).

9.4 Student Work to be Returned

Instructors should make every effort to return all completed work to students during the semester and/or final exam. Because of potential grade appeals, student folders and portfolios, etc. that were not returned must be kept for 30 working days into the next full semester (summer does not count as a semester for this purpose) and then must be destroyed according to the current Illinois State Government's Record Retention Policies. Instructors should bring any folders not returned to their students to the end-of-term checkout with the Writing Studies Office Manager. The work will be stored in the main reception area and will be returned to any student that requests his or her folder, etc. Any work remaining on Monday of the seventh (7th) week of fall and spring semesters will be destroyed. In order to protect students' privacy, please do not leave their folders, etc. in your office.

9.5 End-Of-Term Checkout and Keys

The Writing Studies Director will distribute a memo at the end of the term detailing the process for submitting grades and the End-of-Term procedures. Final grades must be submitted in Banner by 8:00am on Wednesday following finals week.

Instructors must participate in an end-of-term checkout with the Writing Studies Office Manager, during which they will be expected to submit their grade books, Permission slips and CDs (if

requested that semester), contact sheet, student folders with work to be returned, and course syllabus for any courses other than 101 and 102. The checkout must be completed in- person unless special circumstances warrant a different arrangement with the Writing Studies Office Manager, e.g., family emergency, inclement weather, etc.

The Graduate Studies Office Manager will collect fobs and keys from GAs who will not be returning to the department the following semester. GAs who are not teaching or returning for the fall semester are not allowed to keep keys and FOBS over the summer without special permission. Note that there is a fee for lost fobs and keys.

Any specific changes to end-of-semester procedures will be in the end-of-term memo distributed by the Writing Studies Director at the end of each semester.

9.6 Desks and Office Areas

At the end of the spring semester, returning GAs will be notified if they will need to clean out their desks and office areas for a potential room change. GAs who are not required to remove their belongings are asked to please leave their areas in a neat and organized manner.

If a GA is graduating or not returning, he or she is asked to *please* clean out his or her desk, file cabinets, and bookshelves. If GAs have unwanted textbooks, they can ask the Writing Studies Office Manager if the books may be re-used. If not, GAs may place the books in the Glass Room's "FREE BOOKS" area or in the blue recycle bins.

SECTION 10. FOCUS GROUPS, INSTRUCTOR OBSERVATIONS, AND MENTORING / SUBMISSION OF SYLLABI AND ASSIGNMENT PROMPTS

10.1 Instructor Observations, Evaluations, and Mentoring

- **Classroom Observations and Evaluations.** Each new teaching assistant is observed at least twice during his or her first semester as an instructor for the Department. Observations are conducted by the experienced GAs who have been appointed to the position of Instructional Mentor or Writing Studies Assistant as a result of their exemplary performance in the composition classroom. Following each observation, the evaluator will prepare a written evaluation of the class, and will conduct a conference with the new GA to discuss the evaluation and offer advice for improving instruction. Each new GA will be observed again during his/her second semester teaching for the Department.
- **Follow-Up Observations by Administrators.** Despite the extensive training that the Department provides, it is inevitable that certain GAs will experience problems in the courses they are teaching, often as a result of student misconduct. In such instances, administrators for the Writing Program will conduct additional observations to ensure that the learning environment is not being, and will not be, compromised. GAs may request additional observations in order to receive more feedback if they so desire on their teaching.

GA Mentoring. The Writing Program has specifically designated mentors (Instructional Mentors and Writing Studies Assistants), who regularly make themselves available for purposes of providing pedagogical advice and assistance and/or addressing GAs' problems and concerns pertinent to their teaching assignments