



**Mentoring Handbook
for**

*The Doctoral Program in
Literature and Criticism
2017-18*

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INTRODUCTION

Congratulations on being awarded a Teaching Associate or Temporary faculty position in the Literature and Criticism Ph.D. program at IUP! This handbook is intended not only for you, but for your individual faculty mentor as well, because you and your mentor will be working closely together in the coming months—and both of you will also be coordinating and collaborating with all of the mentors/mentees in our program as well as with the Director of Lit Crit Mentoring. This handbook is designed to help make every teacher's semester as successful as possible, and also to assist mentors (especially any new mentors) in doing their best for you.

This first section provides basic, crucial information. More information is in the appendices. These initial pages are organized (as much as possible) in the order of tasks that you'll need to do, beginning now and then proceeding forward until late in the Spring semester. However, this first section will often refer you to the appendices, so you should read all of this handbook now.

You obviously already know the criteria that have to be met to become a TA or Temp, since your application was successful, so we won't repeat them here. But keep in mind two important, interrelated points:

1. Our program is very different from the great number of programs where a TA begins teaching in her or his first semester as a doctoral student, or sometimes while a Master's student. Our program is designed for advanced doctoral students. Graduate students receiving TA/Temp positions are generally restricted to two years of funding in our program (and in all IUP doctoral programs with TAs). The ideal scenario is that a TA completes his or her comprehensive examinations either before beginning as a TA or shortly thereafter, and writes the dissertation while a TA.

For these reasons, your mentor—not just your dissertation director—will advise you on how to balance the demands of teaching and scholarship in order to both teach well and make expeditious degree progress.

HISTORY

IUP's doctoral English program began in 1967. For many years our program had graduate assistants (GAs), but no TAs. It was twenty years later, in fall 1987, when three Literature teaching associates became the first TAs from our program to teach courses in our department. We made sure that the position was called "Teaching Associate," not "Teaching Assistant," because our TAs are instructors of record, not TAs assisting a professor. (The title of many such English department instructors of record at other universities is nonetheless the misnomer of "Teaching Assistant.") The creation of TAs at IUP, (then only university in the system of fourteen state-owned universities in the Pennsylvania State System of Higher Education (PASSHE) with doctoral programs) had become part of the PASSHE's Collective Bargaining Agreement (CBA) with the Association of Pennsylvania State College and University Faculties (APSCUF) in the 1985-87 CBA. The 1985-87 CBA made no provision at all for TA mentors. The 1987-90 CBA mentioned mentors for the first time, while stipulating that mentors were to receive no released time for their work. It was the 1990-93 CBA that provided for one hour of released time per semester, for each mentor per each individual TA mentored—the system that remains in place now. The gradual growth of TA/Temp positions in our program also means that the number of mentors has likewise increased.

Neither our program nor any of IUP's other doctoral programs were (or are) free to create as many TA positions as we would like; we operate under strict limitations as well as local agreements at IUP.

Yet IUP's TA stipends have remained very competitive, because a TA's stipend is based on a generally increasing salary scale, the one governing regular faculty members at IUP. As you know, in recent years, the English department and Dean of CHSS have made available a number of part-time instructor lines for which we select highly qualified doctoral students and award them the opportunity to teach and be mentored, as part of their graduate education. We should always be conscious that the continuation of this graduate training and funding opportunity for future cohorts is contingent upon the quality of the teaching you provide.

For the purposes of mentoring, we will aim to provide the same support and responsibilities to all mentees. But as a contractual matter, there are some terminological/semantic distinctions between receiving a TA-ship and being awarded a part-time temporary contract.

As a teacher at union campus, you receive certain union benefits and the TA program must operate in accord with that CBA. Ironically, however, TAs cannot be members of our union, APSCUF—because teaching associates were created as part of TAs' educational program here at IUP, rather than as faculty positions such as temporary instructorships. Those of you with Temporary status can join, which gives you certain benefits such as the right to vote in union elections and to elect colleagues (or be elected) to represent the interests of temporaries at IUP APSCUF Rep Council.

Since 2013-14, there has been a reconfiguration of the program. Working with the college dean, department chair and others, our program has been able to offer five TAs and a number of Temp positions. There are minor contractual differences (as noted above).

Keep in touch with the Graduate Secretary (grad-eng@iup.edu, and if need be the Director of Graduate Studies in Literature and the Graduate School itself, about when you may expect to receive your contract. As a TA you are required to register for at least one credit—usually a Dissertation or Extended Dissertation credit—in both fall and spring semesters and to pay fees. You are entitled to tuition waivers (with only fees to pay) in the summer following your academic year as a TA; most TAs register for Dissertation credits in the summer—or you could audit a course relevant to your comprehensive exams and dissertation. Here is the current formula for summer tuition waivers (in the range of credit hours that our TAs generally teach during the academic year):

6 credits x .75 = 4.5 credit graduate tuition waiver
 7 credits x .75 = 5 credit graduate tuition waiver
 8 credits x .75 = 6 credit graduate tuition waiver
 9 credits x .75 = 7 credit graduate tuition waiver
 10 credits x .75 = 7.5 credit graduate tuition waiver

(* At this time, it does not appear that Temps are eligible for this benefit).

GETTING STARTED

There is no rest for the weary! Now that you've been awarded a teaching associateship or Temp position, it's time to think about what books to order for your first semester of teaching at IUP. We know that most of you have already taught at our other colleges and universities—but IUP, our English Department, and our Liberal Studies program (both within the department and university-wide) have different rules and conventions that will need the close attention of both TAs and

mentors. See the LSE resources page for sample syllabi. (<http://www.iup.edu/english/lse/lse-homepage/>)

If you don't already know, ask the Director of Graduate Studies in Literature who your mentor will be for your first semester of teaching. For the fall semester, those assignments should be made by the end of the previous spring semester (although in recent years, the number of teaching positions and mentoring hours have sometimes not been determined in advance). This mentor will work with you not only during the fall, but also between now and then. Their official assignment is for that semester, but in terms of their workload, helping you prepare for teaching in that semester is comparable to their preparations for their own courses: Mentors' assignments to teach courses make up the lion's share of their workloads, but they will spend considerable time preparing for their teaching, well in advance, before the semester begins—deciding about the focus of the course, ordering books, writing a syllabus, and so forth. Similarly, your mentor's job is to help you go through those steps for your own course(s)—working with you well in advance of the semester during which workload hours for the mentoring are assigned.

Some of the most important mentoring happens before your first teaching semester ever begins—especially helping make sure that you order appropriate books and then write a syllabus that is strong and meets IUP criteria. It's too late if you walk into the classroom on your first day with a flawed syllabus. Once classes begin, it is difficult to overhaul the syllabus in a significant way, and if your syllabus isn't strong or contains significant errors, that can get you in trouble. Your syllabus needs to be perfected before the semester begins. Make sure that your mentor has approved your syllabus in plenty of time before you make copies of it to distribute it to your students.

Ask your mentor what their schedule is between May and the end of August. **You should coordinate with your mentor and establish a timeline for drafts, revisions, and approval of the syllabus.** You may be assigned a new mentor for the spring semester, so this advance planning will be even more important between semesters, as you will have only a few weeks to order books and write or revise a syllabus for the spring semester. This is obviously also the case for the occasional TA whose appointment begins in the spring semester. Some mentors prefer to do much of the preliminary mentoring—book orders, first draft of syllabus—right away in May, because their summers are generally dominated by intensive teaching during at least one summer session, and a big need for a break during the other session. Other mentors will prefer to do this work during the summer itself—though obviously decisions about book orders cannot wait until August. Mentoring for spring semester syllabi needs to occur intensively between Thanksgiving and early January. To order books, Google “IUP Co-op Store,” click on “eDoptions” under “Faculty Services,” register, and log in. To order desk copies, go to each publisher's website and search for “desk copies.” Some will allow you to order desk copies on their website or to email them. Some require a form on stationery; if that's the case, ask for the desk copy request form in the main English Department office.

It is very important that you consult your mentor regularly, and very important that your mentor reply to you promptly, except when they are out of town, though some mentors have answered emails from TAs even when out of town. (Mentors should tell you when they will be out of town, and you should ask them.) More and more communication between TAs and mentors occurs over email at many different times, as well as in meetings and on the phone.

You should also discuss a preferred workflow with your mentor. Does he/she prefer to see Word documents with “Track Changes,” a printed draft, or comment via Google Docs.

Try to plan in advance, so that neither you nor your mentor is dealing with a problem in the week before classes start. If you email your mentor and do not hear back within a reasonable amount of time, please contact the Director of Mentoring and ask what to do.

While it is NOT the responsibility of the Director to personally mentor all TAs and Temps, it is his/her responsibility to provide a backup. In all cases, you should consult with the mentoring Director if there is a crisis or pressing problem for which you cannot reach your assigned mentor, if you have a problem with the mentor, or if you need a second opinion!

SUMMER ORIENTATIONS

Customarily an orientation meeting for mentors and mentees is conducted between Spring and Fall semesters. We will strive to hold this session as early as possible, to insure that TAs learn as much as they can close to two months before the fall semester begins. The date will vary. Second-year mentees also attend in order to lend their voices of experience to those of the mentors, and also to check up on any issues or requirements that may be new or that they may like to talk about more. In the past, attendance has been either 100% or very close to that total participation, on the part of both TAs and mentors. This is a great chance to get questions answered and to contribute your own ideas. Assuming that advance notice is given, attendance will be considered part of your professional obligation.

In recent years, this has been combined with the departmental Liberal Studies orientation (which new regular and temporary faculty members also attend). At the very end of the summer, just before classes begin, there is a university-wide orientation for all new faculty members. You should receive an invitation and consider attending that one too in order to learn more IUP faculty information. (Some of it will be oriented towards tenure-track faculty, but you may still find it useful. This is optional.)

BALANCING TEACHING AND SCHOLARLY WORK

Before a focus on teaching is continued in the rest of this handbook, this is a good place to provide brief, but crucial, advice about how to pursue one's scholarly work expeditiously while teaching for English. This is very important, not only because your degree progress will be part of how you are evaluated when you apply for renewal for a second year, but also because the TA mentoring program was designed with the idea that every TA should complete their dissertation by the end of their second year, get their Ph.D.s, and be ready for full-time teaching, as they compete on the job market with degrees in hand.* Yet we have seen too many TAs work very hard on their teaching, yet make little degree progress. In fact, we can remember at least two TAs who *never* completed their Ph.Ds. Dedication to your teaching is essential to your success as a TA. But so is dedication to your degree work, to your scholarship. How to balance the two? Your mentor can provide much specific advice, but two central keys are *scheduling* and *momentum*, with the scheduling making possible the momentum. Draw up a weekly schedule for all of your work—not only for your class, office hours, and class preparation and grading, but also for your dissertation research and writing. And *stick* to that schedule. Also, it may be possible to adopt as a theme (or one of several topics), in one or more of your courses, an issue complementary to your scholarship. This is a complex matter, of course, as you are responsible first and foremost to the requirements of the course. Consult with your mentor.

(* With changes in the teaching load of TAs, this goal will be somewhat harder to meet. Nonetheless, it is to your benefit to aim for it, since you will be looking for a salary after completing the TA program and your marketability will be enhanced if you have completed or are nearing completion of your dissertation.)

In addition to drawing on your own self-discipline to keep this balance, you may also want to set boundaries for your students and communicate these expectations to them. For instance, if you have a MWF teaching schedule, you may want to explain to students that Tuesday and Saturday are your research days. That you don't have office hours on Tuesday and won't be able to take appointments on your "research day." Or perhaps you are a very productive evening scholar--perhaps you indicate that emails received after 5pm will not be answered until this next morning. Setting up such expectations will make it easier for you to shift your focus between students and scholarship.

DEVELOPING A STRONG SYLLABUS

Leave plenty of time for this job, as very often TAs work their way through several drafts of syllabi before the mentor gives her or his final seal of approval. The syllabus functions like a legal contract between you and your students. (Some instructors have gone so far as to have students sign a statement such as "I have read this syllabus and understand and agree to its requirements.") There are many factors to keep in mind in creating an acceptable and successful syllabus, more than can be listed comprehensively here, and which will come up as you work with your mentor. Your course should be designed with the syllabus of record and catalog description in mind. While your course may have individually designed goals, it must also fulfill the official, approved goals of the course. Here are a number of important points that will get you started:

- **CONTACT INFORMATION AND OFFICE HOURS.** Near the top of your syllabus, list your email address, office phone number, and office hours. (Sometimes it takes a little while before an office is assigned to you; keep in touch with the main English department secretary in Leonard 110 about that and about your teaching times.) List your official IUP email address, and use that account, rather than list a non-IUP email address for official communications with students. You may want to use the "alias" form of your email address rather than your four letters: "J.A.Smith@iup.edu," for example—not ABCD@iup.edu. If you don't already know your alias, you can quickly find it by searching for yourself through the IUP directory. The CBA does not stipulate how many office hours a TA must schedule. We recommend that you hold, and list on your syllabus, a total of two or three office hours per week, on the days that you teach. In the faculty pages of URSA, you can access all of your students' email addresses and find much useful information, so be sure to learn how to use URSA as soon as possible. Ask your mentor to help you. **Full-time faculty must offer 5 hours per week on 3 different days. Part time temps should offer something like at least 2.5 hours per week on two different days.** (This is a rule of thumb as, again, the CBA does not stipulate specific hours for non-full time instructors.) Be sure to communicate your availability to students, and establish a means by which you can communicate any changes or allow them to make appointments. It is never good for your mentor, or department administrators to hear "I'm taking class with [X] but she's never there for office hours." **This is crucial. Perhaps you are five minutes late, once during the semester but it is the time when Student X wishes to see you. When Student X marches into the Dean's office to complain, we ALL look very bad.** Your students are human and they understand that you too are fallible; keep an open line of

communication; make a sincere and reasonable effort to provide them support, and they will be very appreciative.

- **WEB RESOURCES.** Most university teachers today integrate some form of web content into their courses. Even if it is simply for you to share useful links or post copies of assignments, you will want some kind of webspace. IUP offers Teaching Associates and new faculty access to a "Learning Management System" to teachers and students. If you would like to use D2L, you can request a course; your students will be automatically enrolled. PASSHE contracted for Desire2Learn, a commercial system for which IUP offers regular workshops. You can find more information on D2L here: <http://www.iup.edu/itsupportcenter/d2l/default.aspx>
 - You are not obligated to use this IUP sanctioned system.
 - For simple sharing of web sources, posting of assignments, materials, links, etc. a free, IUP Blog is recommended.
 - You could also, for instance, create a course page on your IUP server space. Many faculty and TAs have also used off-site Web 2.0 tools such as wikis to serve their web resource needs. If you are comfortable and knowledgeable about such tools, you should choose the one which best meets your teaching goals.
 - **Do be certain that you protect students' privacy.** If you use a non-IUP web service, for instance, you should not share grade information through that format. IUP Imail is considered an official channel for communication; you should not send grade information to a students' off-campus email address.
- **GRADING SYSTEMS.** Be sure to outline your grading system very clearly. Some prefer to use a points system; others grade holistically, assigning letter grades all the way along. (The usual IUP grading scale is as follows: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; below 60 = F.) With a point system, an instructor might list the total number of points, with points in the top range of points equaling an A, and so forth. Make sure that your grading system, whatever it is, adds up correctly. For example, under the traditional 100-point scale, make sure that the maximum number adds up to 100 (not 90 or 110!). A student cannot successfully appeal your grading in terms of quality assessment, but they can win an appeal if their overall course grade doesn't add up right according to your syllabus (or if they can prove discrimination or capriciousness). See IUP's catalog—go to <http://www.iup.edu/registrar/catalog/> and then open the undergraduate catalog and type "Grade Appeal Policy" in its search box at the top—for our very elaborate grade appeal process, including what else a student can appeal. There are many steps that a student has to take to pursue an appeal. Most appeals never reach a committee. If your syllabus is clear about your grading system and the impact, for example, of missed classes on the final grade, and you follow it carefully, it is unlikely that any grade appeal will be won by a student.
- **ASSESSMENT.** The English Department has conducts regular assessment of Liberal Studies English classes. The eligible courses and the kinds of material requested vary from year to year; please be attentive to assessment requests. Among other reasons, good assessment data helps English make the case for small class sizes and trained TAs teaching our courses. Participation is at your discretion. Consult the Director of Liberal Studies English for more information.
- **STATEMENT ABOUT COURSE REQUIREMENTS.** Include a statement like "*All* requirements listed on this syllabus must be completed *satisfactorily* in order to pass this course." This will protect you from being forced to give a passing course grade to a student

who, for example, fails to turn in the final, most important paper, but has accumulated enough points to pass the course even without that final paper.

Policies: You have some discretion below as to how you set the specific policy for your class. In most cases, you can see guidelines and sample language to adopt. Remember to articulate a policy that you feel comfortable enforcing consistently. It should be clear and reasonable.

If you announce that cell phone use will result in an 'F' for the day, you have to be willing to follow through with it!

- **PLAGIARISM POLICY.** Include a clear plagiarism policy, defining plagiarism and spelling out the specific consequences of plagiarism in your course. See *Appendix* for a sample plagiarism policy. Plagiarism is using someone else’s writing, without quotation, as if it were the student’s own—or turning in writing that they did for another class. If you intend to use a plagiarism detection service such as Turnitin.com, you should stipulate in the syllabus that students will submit their work to it.
- **ATTENDANCE POLICY.** Include a clearly outlined and “IUP-legal” attendance policy. Here are the official IUP parameters from the university catalog:

"The university expects all students to attend class. Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the course syllabus.
2. Each policy must define some limited level of allowable absence.

[Note: **The old phrase “normally at least a number of clock hours equal to course credits” has now been deleted from the catalog, giving instructors more freedom of choice.**]

3. Each policy must recognize students’ need to miss class because of illness or personal emergency.
4. Each policy must not penalize students who add the class during the regular or specified university drop-add period and must allow those students to make up work missed prior to adding the class."

- **CLASSROOM DISRUPTIONS, ABUSIVE STUDENTS, AND SAFETY PROCEDURES.** An unsafe classroom situation demands immediate attention from the TA, the mentor, and the English Department. A disruptive or abusive student is someone about whom your mentor and the department chair should both know right away. A dangerous classroom situation requires immediate action. You can tell a disruptive or abusive student to leave the classroom. If need be, you can call the campus police (724-357-2141) and the main English office (724-357-2262). It’s self-protective not to give your class your home or cell phone number or your home address. See *Appendix 6: IUP’s Policy on Class Disruptions*. It’s a good idea to include some reference to this policy on your syllabus.

- **ELECTRONIC DEVICES.** You should give some thought to how you want to manage student device use. Cell phones, tablets, laptops ... you can forbid or permit, some/all under circumstances as you define them. Increasingly, teachers must guide students in appropriate use. You may want your students to bring laptops or tablets for inclass writing. Think carefully about what you will and will not permit.
- **ACADEMIC CALENDAR AND FINAL EXAM SCHEDULE.** Go to <http://www.iup.edu/academiccalendar/default.aspx> That will give you a full schedule from which you can determine all of your regular class meeting dates, and it also lists such crucial information as when add/drop ends, and the Individual Course Withdrawal Deadline (well worth listing on your syllabus).

(Traditionally, you will receive a helpful email from the department with a grid featuring all class days, holidays, etc for MWF and T/Th classes.)

Note too that new students may join the class on the last add day, so you may want to factor in the prospect of new students as you think about your assignment sequences. This is your starting point for putting together your schedule of readings and assignments—though it is a good idea to include a statement like “I reserve the right to change, during the semester, particular dates for readings and deadlines for assignments, and I will inform you in advance of any such changes.”

On that same webpage, look for the link to the final exam schedule for the right semester, find your assigned time, and list it on your syllabus. You are not required to give an exam at that time, but **you must meet your students for a culminating activity of some kind appropriate to your course.** As the IUP undergraduate catalogue stipulates, “The terminating activity shall take place *only* at the time and location assigned by the Registrar’s Office. Unless granted an excused absence, the faculty member responsible for the course must be present for the full examination period to direct the terminating activity. Faculty members may require student attendance at the terminating activity. Faculty members who do not schedule or do not attend the terminating activity for a course may be subject to disciplinary action commensurate with unexcused absences.” We note that it would be difficult if not impossible to even *have* a final activity if students are not required to be there. Before seeing the date and time of the exam or other final activity as listed on your syllabus—and even before they ever register for your class, months before the course begins—students can look up the time of the final exam, so there is every reason not to accept excuses such as “my ride is leaving” or even “I bought a plane ticket and am scheduled to leave before that day.”

- **DISTRIBUTION OF SYLLABUS.** You must distribute your syllabus during the first week, generally at the first class meeting. Keep in mind that during drop/add, you are likely to pick up one or more new students who will appear in your class as late as the beginning of the second week, so make sure to give them the syllabus too and tell them how to try to catch up—not an easy task, you can add. (Bring your syllabus to the department office for reproduction several weeks in advance if possible. The copier tends to break down under the pressure the day before classes start!)
- **UNREGISTERED STUDENTS.** If an unregistered student comes to you during the first week of classes, asking if he or she can get into your class, tell them that you don’t have

the power to do that, and send them to the main office. **Never** tell a student that he or she has your permission to add your class.

Course Content Guidelines

Please note that the information below is offered as guidelines. You should also consult the department LSE pages for any revisions to objectives, for shared syllabi if this applies to you, etc.

ENGL 101 COMPOSITION I

A first-year writing course. Students use a variety of resources to create projects in a variety of writing genres. Resources for writing include but are not limited to memory, observation, critical reading and viewing, analysis, and reflection. Students use writing processes to draft, peer review, revise, and edit their projects.

- **STUDENT CONFERENCES.** Student conferences can now be scheduled in lieu of a regular class meeting, as has always been the case in ENGL 202 and ENGL 121. Many more details about the new version of ENGL 101 are contained in the English department's new handbook about the course, which is available through the department website. The changes in ENGL 101 are ones that the department as a whole will be dealing with for awhile; stay tuned. One is that instructors will need to assign fewer formal essays: three is a common number found in the new handbook.
- **WRITING SAMPLE.** Be sure to administer and collect an ungraded writing sample during the first week of classes. Tell students to feel no pressure and simply to freewrite as much as they can until the time's up (often the writing sample is done during the last fifteen or twenty minutes of class). It is very difficult to move a student from one course to another (from ENGL 101, for example, to ENGL 100 Basic Writing), but it may be worth asking the Director of Liberal Studies English anyway, if you see a startling writing sample. More generally, the writing sample will provide your first look at your students' writing. In the case of any course with a theme or set of themes, it's a good idea to ask students to jot down their first thoughts about that theme or themes.
- **WRITING RESOURCES.** Expect to see widely diverse skill levels in your Composition I class. You will need some apparatus for teaching students how to correct mechanical errors in their writing. It is a good idea to use a handbook, such as Diana Hacker's *A Writer's Reference*, the same one that our Writing Center tutors use. Some instructors have used, with their students, the Writing Center's own Web resources about writing mechanics—currently located at <http://www.iup.edu/page.aspx?id=61863>, though the easiest way to get there is to Google “IUP Writing Center” and look for the link to their Writing Resources. Purdue's OWL is also a widely used resource.
- **READINGS AND FOCUS ON WRITING.** Always keep in mind that ENGL 101 is, first and foremost, a course that must be focused on student writing. Their writings are the most important texts in the course. If you assign any literary texts, they should be used only as vehicles for student writings—as models for good writing, for example, or for discussing topics that you want students to write about. “Literary texts” include nonfictional essays. Many instructors like to use “readers” dominated by such essays, but not everyone does. ENGL 101 is intended to provide basic academic reading, writing, and discussion skills that

are also useful in other, non-English courses. Make sure that both your readings and your writing assignments provide opportunities to develop those general skills.

ENGL 202 ENGLISH COMPOSITION II

ENGL 202 Composition II 3c-0l-3cr

Prerequisites: ENGL 101 and sophomore standing

Serves as a bridge between Composition I and students' professional writing. Develops rhetorical skills for informed inquiry. Also develops the following abilities: writing, critical reading, revising, citing and documenting, speaking and listening, and reflecting

- **DOCUMENTATION STYLES AND FOCUS ON WRITING.** As in ENGL 101, any and all readings in ENGL 202 **English Composition II**—a new course title, replacing “Research Writing”—should serve as a means to an end: to teach students how to write successful, correctly documented research papers. Most students will have taken ENGL 121 Humanities Literature before ENGL 202, so they will have experience in reading texts, coming into ENGL 202, but little or no experience in citing texts or other sources. Many instructors require MLA style, in order to keep things consistent and because it is easier and less confusing to teach one documentation style rather than more than one; some instructors allow students to use the documentation style used in their majors, which may be a different one such as APA style. The writing center can assist you in providing a scheduled MLA/APA workshop to which you can bring the whole class.
- See “**WRITING SAMPLE**” and “**WRITING RESOURCES**” just above under ENGL 101; those points apply equally to ENGL 202.
- **PORTFOLIO ASSESSMENT.** See departmental LSE website on Portfolio Assessment and also the sample ENGL 202 syllabus in *Appendix 1*.

ENGL 121 HUMANITIES LITERATURE

ENGL 121 Humanities Literature 3c-0l-3cr

Prerequisite: ENGL 101

Introduces students to works of imaginative literature through a careful analysis of poetry, drama, and prose fiction (short story and/or novel) from a variety of periods and cultures, including texts by women and ethnic and racial minorities. Also offered as FNLG 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit

- **FOCUS ON LITERATURE.** ENGL 121 Humanities Literature is distinctly different from ENGL 101 and 202: It is a literature course for non-majors, and ***not a writing course***—even though virtually all instructors include some kind of writing in the course (journals, for example), because we know that students learn more about literature when they write about it. Also, this course’s class size (currently 45 students) is much too large, so think twice before assigning papers—especially more than one paper per student during the course—to be collected all at the same time. Some instructors choose to assign no formal papers at all, instead sticking to journals, or journals and a final exam, or a midterm and a final exam, for example.

- **CATALOG DESCRIPTION:** “Introduces literature of various genres through a careful analysis of poetry, fiction, and drama. Includes literature of various time periods, nationalities, and minorities.”

“Humanities Literature Required Course Content

Courses designed to fulfill the Liberal Studies Literature requirement must include:

- works of imaginative literature, both poetry and fiction (whether novel, short story, or dramatic text); works that introduce students to a mixture of literary genres and are not limited to a single genre or form.
- works by ethnic and racial minorities and women.
- techniques that foster students’ ability to sustain engagement with a variety of literary works.
- techniques that foster students’ ability to analyze and interpret literature independently and collaboratively.

Instructors are encouraged to include content from both English-language literatures and, as relevant, literatures in translation, and content that will:

- focus on literatures from around the world.
- focus on a particular theme.
- include works of creative nonfiction.
- include a mix of historical periods and historical cultures.”

OTHER ADVICE ABOUT ENGL 121: Remember, above all else, that the students in this course are *not* English majors. For most of them, this will be their *last* literature course, so do not conceive of the course as serving to prepare them for future literature courses. This is not a “survey course.” Note that the requirement for inclusion of three centuries does *not* include a stipulation that those centuries be equally balanced in the course. Many instructors, while including a few older classics, choose to focus more on contemporary works that students in this course find more accessible. Some instructors like to use a theme, or themes, to provide some unity to the course. Many use an introductory literature anthology; some assign only books; others combine an anthology with two or three books. There are many different ways to organize this course while being true to the criteria listed above. Also, most Humanities Literature students take this course before they take ENGL 202 English Composition II, so most of them will have little or no training in how to write documented research papers. For this reason, it is better to assign writing other than research papers—such as personal response essays, creative writing of their own, or any kind of literary writing that best suits the purposes of your course.

MEETINGS AND OTHER RESPONSIBILITIES DURING THE ACADEMIC YEAR

Whole-group meetings of all TAs, Temps, and mentors generally begin during the first or second week of classes, and then continue through the fall semester, once every three-to-four weeks. The mentoring facilitator will email announcements and reminders about these meetings, and also help facilitate the meetings throughout the academic year. All mentees and mentors are expected to

attend all such meetings during both semesters; **meetings are scheduled when no one teaches.** In the spring semester, the whole-group meeting schedule may be adjusted, with the additional work of TA evaluations to be written by each mentor, which are due around spring break at mid-semester (see the section below on “CLASS OBSERVATIONS AND ANNUAL EVALUATIONS”).

Topics at whole-group meetings have been too numerous to list here, and continue to evolve every semester, but here (in no particular order) are just a few examples from past years: early-semester problems, late or end-of-semester problems, small-group work, practice-grading, video clips from TAs’ classes, lack of classroom civility, other student problems such as misconduct and absences, student conferencing, and expert guest speakers on such subjects as foreign (ESL) students and disability services.

Individual, regular meetings with your mentor are equally important. Mentors should schedule these in consultation with TAs; if a TA has not heard from the mentor to schedule these meetings, then the TA should email the mentor asking for that, and consult the Mentoring Director if need be. More and more individual consultation also occurs over email, often in regard to student problems or, more generally, in the vein of “What should I do about. . .?” A teacher should never wait for a scheduled meeting (either group or individual) to contact your mentor when a problem comes up; never hesitate to do so, both because the mentor’s job is to help you and because pressing problems are best dealt with promptly. Best is to email your mentor immediately or to go straight to your mentor during their office hours. This is why it is so very important that mentors monitor their email continually and respond to emails from a TA promptly. An individual meeting may then follow the email.

If your mentor is out of town (at a conference, for example), then contact another the mentoring Director. If it is a pressing crisis, you may also contact the Director of Graduate Studies in Literature; if that program director happens to be out of town, get in touch with the Director of Liberal Studies English or the department chairperson. Some problems are so major, or so specialized, that those last two authorities should be involved in any case: For instance, in the case of a question about Liberal Studies changes and developments in the course you’re teaching, you will be wise to talk not only with your mentor, but also the Director of Liberal Studies English.

ATTENDANCE AND PUNCTUALITY IN CLASSROOM TEACHING

This seemingly elementary requirement is a TA's as well as every IUP instructor's contractual responsibility, as specified in the CBA. A TA may not cancel or miss teaching without meeting specific requirements. There are institutional policies for a TA's excusable and unexcusable absences. If you know in advance that you need to go out of town for a national or regional conference and miss one or two days of teaching, please fill out a “Faculty Activities” form; arrange ahead of time for a colleague to cover your teaching, giving them a detailed lesson plan; and notify your mentor well in advance for notice and approval. If you must miss class for a personal reason—such as attending a wedding or funeral, for example—fill out a “Personal” absence form and follow the other steps as just mentioned. Both of those forms are filed under “Faculty Absence” in the file cabinet at the far end of the mailroom, and need to be signed and approved by both our department chairperson and the Dean of the College of Humanities and Social Sciences. In the case of an unexpected, excusable emergency—such as when you or your child is ill, or there is a family emergency, or you have a last-minute car accident or breakdown—call the English Department’s main office right away at 724-357-2261 or -2262 to tell one of our departmental secretaries, so that they can go to your classroom to announce the cancellation of your class.

You should establish a policy with your class for communicating any such changes as well, using email or D2L or another means for official communications.

As soon as the emergency has been taken care of, please notify your mentor, and then submit a “Personal” absence form. It is also wise to then email your class to explain the situation and what they should do for the next class; you can obtain an email list for your class from URSA (you can ask your mentor to show you how to do that). It is never good to miss teaching or come late to class frequently. Violations of such basic attendance policies for teaching have been rare in our department, but sometimes have had serious consequences.

CLASS OBSERVATIONS AND ANNUAL EVALUATIONS

According to the CBA, as a TA you are required to receive two Observation Reports each Fall and Spring semester as well as an Evaluation Report in the Spring semester. (* The observation and evaluation schedule for Temps will vary slightly.) In our program you will be observed by your individual mentor and another mentor each semester, and your individual mentor will write your annual evaluation in the Spring. The Observation Reports are due in October and February; the annual TA Evaluation Report is usually due in the week before Spring Break.

Mentors / Mentees will receive a specific calendar with guidelines about these due dates.

Therefore, it is very important for you to become familiar with these Observation and Evaluation processes, and to be fully aware of them when you design and revise your syllabi. Your TA mentors should contact you, consult with you to schedule their observations of your class, and write a report. Don't hesitate to take the initiative to contact them to make sure that these observations are conducted in a timely fashion or to invite them to attend a particularly good class. It's not usually a good idea, for instance, to schedule an observation on the day you plan to screen a movie for 2/3 of the class.

Note that your mentor occupies two roles in this process, as both a teaching coach and an objective evaluator. If you find yourself dealing with challenging or difficult classroom dynamics, you should make sure your mentor knows about this early in the semester. Not infrequently, mentors and mentees (especially less experienced teachers) have scheduled informal observations earlier in the semester for coaching purposes.

The Observation Report requires your observer to address five elements:

- I. What were the goals of the class session?
- II. What instructional methods were used to achieve the goals? (Check all appropriate)
- III. Quality of student engagement with the lesson:
- IV. Positive Feedback (Discuss three effective learning components/features of the class session):
- V. Formative Feedback (Suggestions/ideas to consider):

After scheduling an observation, you should send your observer **some form of lesson plan including the goals for the class**. This is very important. The observer should not have to guess or infer your goal. Note, that a sequence of activities might be a very effective plan but does not, in itself, articulate a goal. A goal is usually articulated in terms of a specific (narrow) skill or knowledge that you aspire for the students to achieve. Your observation reports will be more effective (and your observer will thank you) if you can be very explicit about goal(s). (Note, too, that it would be unusual for a single course meeting to address more than 2 or at most 3 goals.)

Before the Observation Report is written, each mentor must meet with you and discuss the class. Because observations are a valuable part of mentoring, they will often give advice beyond what goes in the Observation Report itself. Then your observer will share a draft of the written report; minor modifications to the report might be made, generally to correct typographic errors or to address other oversights or inaccuracies. Then, both the mentor and the mentee will sign it, and you should then make a copy yourself and give the original to the departmental secretary to put in your evaluation file. It is very important that each TA/Temp has observations completed.

If you encounter difficulties scheduling an observation, mentees must contact the mentoring Director. It is NOT acceptable to simply omit an observation.

In February, make sure that the following required materials are in your evaluation file: fall student evaluations (and for second-year TAs, the previous spring's student evaluations), the required two fall and two spring faculty class observations/evaluations by your mentor and another mentor each semester, syllabi for each course taught in fall and spring, and an updated curriculum vitae (CV). Your student evaluations **must** be conducted by your individual mentor, not by anyone else. (Near to that same time when your annual evaluation is being written, most first-year TAs are applying for re-appointment for a second year, and most second-year TAs are applying for temporary positions at IUP and, more and more, for positions elsewhere around the country.)

Your Evaluation Report will include your mentor's evaluation of your teaching effectiveness, degree progress and scholarly growth—and a brief statement noting any service that you may have contributed, such as to the English Graduate Organization (EGO), for example. Regarding teaching effectiveness, the mentor may list and evaluate the details of your student evaluation numbers, and may quote from each of the four Observation Reports, and offer objective assessment of your teaching effectiveness. After the Evaluation Report is written, the mentor and mentee will meet to discuss it. Minor modifications can be made. Then the TA will sign the report. The TA mentor will not sign the report, nor should the report include any recommendation for renewal of your TA position, because decisions about renewals come from the decisions of our program's Appointments Committee. The Director of Graduate Studies in Literature (or another member of the Department committee) will sign all TA Evaluation Reports. Your Evaluation Report and file will be read not only by your mentor and the Director of Graduate Studies in Literature, but also by the English Department Chair and Dean of the College of Humanities and Social Sciences.

DECISIONS ABOUT TA RENEWALS FOR A SECOND YEAR

The renewal of your TA for a second year is not automatic, but contingent on several factors—including, but not limited to, documented teaching excellence; satisfactory progress toward your Ph.D. ; and excellent presentation of the TA renewal application. The renewal process, as usual, may be competitive. Our program's Appointments Committee makes recommendations in the Spring semester after your annual evaluation has been written, on renewals; that committee's recommendations are subject to the ensuing endorsement of our department's Hiring Committee, a

vote by all tenured and tenure-track faculty in the English Department, and approval by the Dean of the College and Humanities and Social Sciences.

In recent years, many graduate student teachers have been hired as Part-Time Temporary instructors. We anticipate being able to do this from year to year, but the number of such positions is very much dependent about university enrollments and the financial health of the college. Unfortunately, therefore, no assurance of renewal can be provided to even the most stellar of our mentees.

The English department has approved a process for announcing positions and selecting candidates for TA, Part-time temporary graduate student instructors, and national searches for part-time or full-time temporary instructors. Please consult the official policy for more information on requirements and calendar if you have questions.

Appendix 1 New Student Evaluation Instrument

Developed by a joint faculty and staff committee, this new questionnaire omits some familiar question and rephrases others. There are no "university-wide" minimum scores for effective teaching. Instructors are encouraged to consult with mentors about student responses, both to interpret the results in terms of acceptable teaching and, equally import, to glean relevant feedback for the improvement of teaching.

Student Evaluation Instrument		Side One				
<u>SUMMER 2015</u>						
Course: _____		Dept. Number Section			Instructor: _____	
1. The instructor clearly communicated the expected learning outcomes of the course.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Judge	
2. The instructor followed course requirements and policies.	A	B	C	D	NA	
3. The instructor's teaching methods helped to achieve course objectives.	A	B	C	D	NA	
4. The instructor's use of technology was appropriate.	A	B	C	D	NA	
5. The instructor's use of class time was effective in achieving course objectives.	A	B	C	D	NA	
6. The instructor created and fostered a positive learning environment.	A	B	C	D	NA	
7. The instructor encouraged questions and discussion.	A	B	C	D	NA	
8. The instructor demonstrated interest in, and concern for, my learning.	A	B	C	D	NA	
9. The instructor challenged me to think critically.	A	B	C	D	NA	
10. The instructor spent sufficient time on topics to achieve the course objectives.	A	B	C	D	NA	
11. The instructor was available to assist me (e.g., office hours, email, appointments).	A	B	C	D	NA	
12. The instructor spoke audibly and clearly and at a pace I could understand.	A	B	C	D	NA	
13. Written comments and handouts regarding content, course policies, and expectations were clear and understandable.	A	B	C	D	NA	
14. The instructor used examples and illustrations to clarify subject matter.	A	B	C	D	NA	
15. The instructor demonstrated enthusiasm for the course material.	A	B	C	D	NA	
16. The instructor covered content that was consistent with the syllabus.	A	B	C	D	NA	
17. The instructor explained the grading criteria clearly.	A	B	C	D	NA	
18. The instructor followed the announced grading criteria in a fair and impartial manner.	A	B	C	D	NA	
19. The exams and assignments accurately reflected what I have learned in this course.	A	B	C	D	NA	
20. The instructor provided an assessment of my performance in a timely manner (e.g., mid-term grades).	A	B	C	D	NA	
21. The feedback I have received on my exams and assignments has enhanced my learning.	A	B	C	D	NA	
22. The instructor made it possible for me to increase my knowledge, skills, and understanding of the subject.	A	B	C	D	NA	
23. The course increased my interest in this field of study.	A	B	C	D	NA	
24. This course actively involved me in what I was learning.	A	B	C	D	NA	
25. I attend most class sessions.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Judge	
26. I usually read or view assigned materials before class sessions.	A	B	C	D	NA	
27. I actively participated in class discussion and projects.	A	B	C	D	NA	
Summer 2015						
Please Turn Over						

Student Evaluation Instrument

Side Two

28. Primary reason for taking this course:

- A Required for major B Elective for major C Minor/Related field D Liberal studies E Personal Interest

29. My expected grade in this course:

- A A B B C C D D F F

Print ONLY within the area provided.

30. List things the instructor did in this course that contributed to your learning and should be retained.

Print ONLY within the area provided.

31. List things the instructor should change about this course to enhance student learning.

APPENDIX 2: TWO SAMPLE GRADING SYSTEMS

A HOLISTIC SYSTEM:

Criteria for Grading of Your Writing

1. My grading is holistic—based on all criteria listed below rather than any "point" system. The two separate sets of criteria explained below emphasize the quite different kinds of qualities I take into consideration in evaluating your response statements and prompts as opposed to your formal paper. (Response statements, prompts, and the paper must all be completed in order to pass the course.)

2. Here are my criteria for grading of your journal entries in the left pocket of your portfolio (all of which, taken together with your three formal papers in the right pocket, will represent 50% of the final, overall grade for the course). Please keep your journal entries in the left pocket of your folder, and your papers in the left pocket. I'd save backup copies of everything; losing a folder is no fun and doesn't work out well.

A if all stipulated journal entries are submitted, with extensive notes attached to all entries about our readings, and your written responses well developed and very observant and thoughtful;

B if all journal entries are submitted, with reasonably well developed notes and statements;

C if any journal entries are missing or if they are generally not well developed or your notes very careful;

D if a significant number of entries are missing or generally submitted in very short, perfunctory form;

F if an unacceptable number of entries or prompts are missing or unsatisfactorily developed.

3. The following are my criteria for my letter grade on your final, much-revised paper (representing 40% of the final, overall grade for the course), and also for my assessment of your three papers in the right pocket of your portfolio:

A for an excellent—imaginative and very well developed and written—piece of writing that demonstrates valuable analysis as well as a varied and graceful style.

B for a good piece of writing: well developed, thoughtful, useful, and reasonably well written with only relatively minor errors and containing a competent style.

C for a fair piece of writing that fulfills the requirement but has significant flaws in thesis, development, and/or mechanics; if mechanical errors are the chief drawbacks, these are more major or frequent than in a paper that receives a B.

D for a poor piece of writing that barely fulfills the requirement or contains major errors or omissions in development, and/or mechanics.

F for a piece of writing that does not fulfill the assignment or contains an unsatisfactory level of problems or omissions in any of the areas identified above.

3. Grading scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 0-59% F.

Feel free to ask me for clarification about any of your grades or anything else at any time during this course. See syllabus for all the due dates.

A POINTS SYSTEM:

Course Assignments and Grading

Reading Responses x5	50 pts. each, 250 pts. total (25% of course grade)
Literary Terms Quiz #1	100 pts. (10% of course grade)
Literary Terms Quiz #2	100 pts. (10% of course grade)
Midterm	150 pts. (15% of course grade)
Course Participation:	250 pts. (25% of course grade)
Final Exam	150 pts. (15% of course grade)

Final Course Grade Scale:

- A 900-1000 points
- B 800-899 points
- C 700-799 points
- D 600-699 points
- F 599 or fewer points

APPENDIX 3: SAMPLE PLAGIARISM POLICY

(See also the plagiarism policies in the sample syllabi in **Appendix 1.**)

There is a no-tolerance policy regarding plagiarism and cheating. Plagiarism is using someone else's ideas or words without giving credit or, in the case of using their words, not indicating so with quotation marks. This applies to student work, as well. It is plagiarism when you use writing that you did or are doing for another course without getting permission from both instructors. Standard policy for these violations of academic integrity calls for a failing grade for the course. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. For more information about academic integrity—including a definition of what constitutes plagiarism, and a description of the due process to which you have a right, please see the Academic Integrity Policy and Procedures in the university catalog—available online via <http://www.iup.edu/registrar/catalog/>.

[The three sentences above from “Students agree. . .” through “. . .posted on the Turnitin.com” are required by IUP to be listed on the syllabus of any instructor who wants to be able to use Turnitin.com. It should be noted that IUP students can also use Turnitin.com in order make sure that they have not committed plagiarism in their writing.]

APPENDIX 4: TWO SAMPLE ATTENDANCE POLICIES

(See also pp. 6-7 above for IUP's rules about attendance policies. Also keep in mind that you will want to taken into account, when writing your policy, how many times per week your class meets.)

THE "ALL OR NOTHING" APPROACH:

I begin by assuming that you will be faithful and very active class participants, doing very well and rewarded by my participation grade. Someone famous once remarked that "90% of life is just showing up." My attendance policy rewards strong attendance; I typically note a percentage, according to which (for example) 100% attendance, along with consistently on-time submission of drafts as scheduled, will be factored into your participation grade—which is 10% of your overall grade. If you show up all the time, participate well, work hard, and stay on schedule, you should do well in this course. Your final presentation will also be a major part of your participation grade, and I'll ask each of you to help begin discussions of our readings during the course.

Another famous writer wrote, "You're either on the bus or you're off the bus." Sorry to have to mention the rare problem case, but **more than three unexcused absences will normally result in failure of this course.** If you have **more than one unexcused absence before the individual course withdrawal deadline**, I am likely to suggest that you consider withdrawing from the course.

THE "SLIDING SCALE":

Every day we will be writing in class and/or handing in assignments and generating ideas together as a class—therefore, regular attendance is necessary to your success in this course. Only official university absences will be excused. Students representing IUP in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work in advance. The university policy allows unexcused absences up to the number of course hours. Therefore, **you may miss three classes without penalty, after which every missed class missed lowers your final grade one third of a grade.** Absences due to illness, sleeping in, and leaving early for vacations all count towards your allowable total. Since illness is likely at some point during the semester, you are advised to save unexcused absences for times when you are truly too sick to come to class.

APPENDIX 5: THE WRITING CENTER

You may find it useful to include information on your syllabus related to IUP's Writing Center, which is one of the best in the country. Take your students to visit the Writing Center early in ENGL 101; call or email them to schedule a date. It is always a good idea to consider the Writing Center when you are writing your course assignments. Often students take their assignment sheets with them when they go to the center. So if there is valuable information you would like a writing center tutor to see regarding the assignment, make sure to include it in your assignment. Also, Writing Center tutors will send you a report form about your students' tutoring session. <http://www.iup.edu/writingcenter> w-center@iup.edu
Eicher Hall, Room 218860 Grant Street Indiana, PA 15705 724-357-3029
See also statements about the Writing Center in the sample syllabi in **Appendix 1**.

APPENDIX 6: IUP'S POLICY ON CLASS DISRUPTIONS

From the catalog: "Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student's behavior threatens to disrupt that environment, the faculty member has a responsibility to seek resolution of the problem. A faculty member is empowered to request that a student leave during a particular class period if, in the measured opinion of that faculty member, the student: (1) significantly disrupts the learning process, or (2) is a threat to others. If the student refuses to leave or if the faculty member deems it appropriate, law enforcement officers may be called to remove the student.

If the behavior is especially egregious or potentially harmful, the faculty member may, with the consent of his/her academic dean and in consultation with the department chairperson, keep the student from returning to class until the case can be adjudicated. Because significant disruptive class behavior is a potential violation of the Academic Integrity Policy, the procedures outlined in that policy should be used to resolve the case. When appropriate, criminal charges should also be filed. If deemed appropriate, the adjudicators may render a decision that removes the offending student from the class or the university. If so, the university will assign, in lieu of a grade, a designation that indicates a withdrawal. If grades are due before a final decision has been reached, the instructor should assign a temporary designation of 'I' (Incomplete).

If the student is allowed to return, the student will have the option of reentering another open section of the course if feasible. When appropriate, the student should be allowed a reasonable opportunity to make up any work missed during the forced absence. If a student's grade is adversely affected by a capricious forced absence, the student may file a grade appeal."

APPENDIX 7: MIDTERM GRADES

From the catalog: “To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Using the university’s accepted grade reporting technology, faculty members will assign a midterm grade of ‘D’ (danger or potential failure) or ‘F’ (failure). Each semester the Registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. The midterm grade is an advisory grade and is not a permanent part of a student’s academic history. It will not be used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.”

You are not required to submit any midterm grades other than D or F; in other words, if a student is doing A, B, or C-level work, there’s no need to submit any midterm grade for them.

Title IX - PASSHE SYLLABUS Statement

(PASSHE Lawyers have instructed faculty to include this on syllabi.)

Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and University Police (724-357-2141). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>

APPENDIX 9: IMPORTANT CAMPUS CENTERS FOR STUDENTS

DISABILITY SUPPORT SERVICES

Pratt Hall, Room 216, 724-357-4067 (V/TTY)

You may get a letter from this office about a student in your class.

You can access the Disability Support Handbook for Faculty at

<http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=40037>

CENTER FOR HEALTH AND WELL-BEING COUNSELING CENTER

Suites on Maple East, G31, 724-357-2621

You can access a list of their individual and group counseling as well as consultation services at:

<http://www.iup.edu/counselingcenter/services/default.aspx>

Classroom Presentations. How to schedule a program:

Just call 724-357-1265, or email annsesti@iup.edu. They will make every effort to accommodate your requests. To help them do so, please have several dates available for them to consider. You can also discuss customizing the program to meet your classroom needs.

APPENDIX 10: CENTER FOR TEACHING EXCELLENCE

The university is home to the Center for Teaching Excellence, a body of teachers committed to learning and helping one another throughout the academic year: www.iup.edu/teachingexcellence

The Center for Teaching Excellence offer large group meetings, topic-specific small groups, and workshops. You would do well to attend meetings of the Reflective Practice Project.

These meetings can provide very useful information and support as well as look good on a CV. You can access more information about that at

<http://www.iup.edu/page.aspx?id=40531>

APPENDIX 11: TA FACULTY PRIVILEGES

KEYS

From one of the secretaries in the main English office, get a key to the classroom media stations and an office key as soon as you have an office.

PARKING

One of the benefits of being a teaching associate is that you qualify for a faculty permit. Go to <http://www.iup.edu/page.aspx?id=95749> for information about faculty parking lots and permits. Apply online for an official parking tag and it will be mailed. Carefully follow designated signage specifications for parking lot times and restrictions. The campus police are vigilant about parking violations and spaces are difficult to find. Meters are **not** free for faculty. In some lots, be advised that white-

lined spaces are leased or by special permit only—these may have posted signs—and yellow-lined spaces are pay-by-space parking. **All** users must purchase time at that lot's vending machine. Alternatively, reserved spaces in the university's parking garage are available for a fee.

PHOTOCOPYING AND PRINTING

You have access to the photocopier in the English Department. There are a set number of copies that can be made each semester. You will need a code for the photocopier. Ask an English Department secretary to set up your photocopier code. Also, you can print to the big, fast “super-printer” in the mailroom, as long as the size of those jobs is reasonable (syllabi and handouts, yes; student papers and dissertation chapters, no).

Responsibilities of Mentors and Mentoring Coordinators

The mentoring programs in C&T and L&C are disciplinary-based mentoring programs that offer doctoral candidates an opportunity to grow as teachers, develop a disciplinary teacher identity, and gain support for their LSE teaching. The following are the responsibilities for Mentors and the Mentoring Coordinators:

Faculty Mentors

Faculty mentors are full time faculty in the English Department who offer teaching expertise and experience. Faculty mentors have the following duties:

- Participation in program/LSE orientation
- Offering comprehensive feedback for syllabi and major assignments prior to the start of the semester
- Approving the course syllabus
- Regular mentoring and support of TAs/TFs, including teaching material feedback, lesson plan feedback, helping TAs/TFs navigate unexpected student situations, and sharing teaching materials
- Serving as the first point of contact for TAs/TFs in resolving teaching issues; offering guidance and advice as needed.
- Observing multiple classes that TAs/TFs teach
- Meeting regularly with TAs/TFs to discuss observations and teaching
- Facilitating department evaluation procedures and helping TAs/TFs navigate departmental evaluation:
 - Administering course evaluations for primary mentees
 - Conducting and writing observation reports
 - Drafting departmental evaluations
- Attending group mentoring sessions
- Contributing expertise and presentations for individual and group mentoring sessions.
- Reporting and documentation of mentoring activity (a condition of mentoring in either the C&T or L&C program).

Mentoring Coordinators

Mentoring Coordinators are disciplinary experts in who guide the overall mentoring programs for each doctoral program. Mentoring Coordinators have the following duties:

- Overseeing all aspects of the mentoring program including professional preparation of TAs/TFs and overall program vision
- Serving as secondary support for TAs/TFs in resolving teaching issues or any other mentoring issues
- Pairing mentors and TAs/TFs
- Coordinating departmental observation and evaluation procedures for TAs/TFs in their respective program
- Organizing and convening selection subcommittees for hiring of TAs and TFs
- Developing and revising program manuals and related support materials
- Program-based communication with mentors, TAs, and TFs
- Scheduling and leading group meetings
- Working with mentors to develop mentoring strategies, supporting mentors in mentoring challenges, articulating the role of the mentors in mentoring program
- Facilitation of program mentoring orientation or participation in LSE orientation
- Bringing current research on pedagogy into the program through meetings and materials
- Program assessment and annual reporting

IMPORTANT PHONE NUMBERS

Director of Graduate Studies in Literature.	724-357-2263 or 724-357-2264
Graduate English Office.	724-357-2263 or 724-357-2264
English Department Chairperson...	724-357-2261 or 724-357-2262
English Department Main Office...	724-357-2261 or 724-357-2262
Director of Liberal Studies English	724-357-2261 or 724-357-2262
Center for Teaching Excellence	724-357-7800
Writing Center	724-357-3029
Technology Help	724-357-4000 or http://ihelp.iup.edu
IUP Campus Police	724-357-2141
Center for Health and Well-Being Counseling Center	724-357-2621
Disability Support Services	724-357-4067

YOUR NOTES: