FACULTY HANDBOOK

The Composition Program at The University of Toledo

Updated: Summer 2020

Mission Statement of the University of Toledo
(https://www.utoledo.edu/campus/about/mission.html)

Mission

The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

Vision

The University of Toledo will be a nationally ranked, public, research university with internationally recognized expertise and exceptional strength in discovery, teaching, clinical practice and service.

Values

- Excellence
- Student-centeredness
- Research and Scholarship
- Professionalism and Leadership
- Diversity

Mission Statement of the College of Arts and Letters

NOTE: As of Summer 2020, the College was still working on developing an initial Mission statement.

Mission Statement of the Composition Program

The University of Toledo's Composition Program offers courses designed to foster students' ability to write, read, and think critically and actively. This is our statement of values and beliefs.

Statement on Global Environment

We encourage students to see how writing takes place in complex, shifting, multiple contexts informed by a wide array of global customs, beliefs, practices, and politics. Critical literacy, a major aim of our program, enables students to recognize and write within and about these contexts. Through exposure to a variety of published and student-generated texts, students encounter multiple perspectives to gain insight into the cultural diversity of the university and the community.

Statement on Classroom Environment

We believe that composition should encourage students to take part in academic and public discourses as writers and thinkers. This practice enables students to connect personal experience to disciplinary and public discussions. Further, we believe that both writing and teaching present opportunities for continual reflection and refinement, and our classrooms help realize those opportunities.

Statement on Technological and Multiple Literacies

We recognize that literacy practices have changed dramatically with the advancement of technologies. We therefore must acquaint students with the benefits and nuances of these technologies in order to equip them with the critical tools to work in the networked spaces where writing is increasingly accomplished and circulated.

Media age literacy demands the ability to interpret and produce visual and written texts. Recognizing dramatic shifts in our literacy practices, our program teaches students to interpret visual texts, including pictures, charts, and graphs, as well as texts composed of words; to understand how text and image interact to produce meaning; and to produce texts that incorporate both words and images.

Statement on Research

We respect the crucial task of teaching students to acquire sophisticated and effective research habits. We must promote students' access to multiple, credible information sources in order to challenge the notion that knowledge is definitive fact. Teaching research skills is intended to enrich students' understanding of knowledge as an integration of reading and writing situated in a context of historical, cultural, and social perspectives.

Table of Contents

Appendix A: Common Syllabus for ENGL 1110

Appendix B: Common Syllabus for ENGL 1130

Appendix C: Common Syllabus for ENGL 2950

Appendix D: Common Syllabus for ENGL 2960

Program Goals & Objectives

Program Goals

These assumptions inform the goals for the composition program:

- Composition courses and professional and technical writing course options are general education courses in which students are provided instruction in how to write.

- Composition courses differ in focus and instructional aims from literature and other humanities courses.

- Composition courses are sequenced so that students progress from Composition I into Composition II or the professional and technical writing options. Therefore, concepts, skills, and theoretical underpinnings introduced and emphasized in Composition I are reinforced in Composition II and the professional and technical writing options.

Based on these assumptions, Composition courses provide instruction and practice in, at minimum, the following areas:

- reading responses
- critical reading and thinking
- informed writing
- writing processes
- genre patterns
- audience awareness
- purposeful and focused writing
- developed and supported discussions
- effective organizational patterns
- appropriate conventions for the writing situation
- reflection and reflective writing
- successful revision strategies
- collaborative writing

Students also learn to conduct research and why to do so, including:

- the nature of source selection
- integration of materials
- analyzing and synthesizing information
- appropriate in-text and end-of-text citation

Program Objectives

Since Composition II proceeds from and expands upon Composition I, the objectives of the two-semester sequence are designed to demonstrate this progression and expansion. Composition I objectives are assumed to be carried forward into Composition II.

Students who successfully complete ENGL 1110 will be able to:

1. Establish a purpose and create a thesis in their own writing and be able to identify purpose and thesis in the writing of others *(TAG: 1) Rhetorical Knowledge)*;
2. Demonstrate the knowledge of how genres influence reading and writing by producing writing in multiple genres and by incorporating various tools of arrangement, including the successful use of organizational patterns, transitional and topic sentences, and audience awareness *(TAG: 1) Rhetorical Knowledge)*;
3. Develop arguments and perspectives through the successful incorporation of research, examples, details, rhetorical appeals, and counter-arguments *(TAG: 1) Rhetorical Knowledge and 2) Critical Thinking, Reading, and Writing)*;
4. Demonstrate effective revision skills (global revision, editing, and proofreading) that leads to clear, concise and error-free prose *(TAG: 3) Knowledge of the Composing Process and 5) Knowledge of Conventions);*
5. Develop critical reading skills, including the ability to locate rhetorical features in a text, identify the audience for a given text, and identify strengths and weaknesses in an author's arguments and reasoning; *(TAG: 1) Rhetorical Knowledge and 2) Critical Thinking, Reading, and Writing)*
6. Locate credible scholarly sources, evaluate the reliability of those sources, and effectively use those sources within a text, including the ability to cite sources in-text and develop a works cited page *(TAG: 1) Rhetorical Knowledge and 5) Knowledge of Conventions);*
7. Use electronic environments for the drafting, reviewing, revising, editing, and submitting of texts *(TAG: 3) Knowledge of the Composing Process and 6) Composing in Electronic Environments);* and
8. Demonstrate the ability to critique their own and peers' writing by understanding the collaborative and social aspects of the writing process *(TAG: 3) Knowledge of the Composing Process and 4) Collaboration).*

Students who successfully complete ENGL 1130 will build on the knowledge established in Comp I and be able to:

1. Display ability to recognize context, audience and purpose by understanding the writing assignment and creating a thesis that establishes claims for both a main argument and intermediate arguments that support it *(TAG: 1) Rhetorical Knowledge).*

2. Display a strong understanding of how task, content and genre work together in developing ideas in a text (*TAG: 1) Rhetorical Knowledge and 3) Knowledge of the Composing Process*).

3. Be able to distinguish between background, primary, and secondary research sources, and use those sources appropriate for the genre in which they are writing and the audience for whom they are writing *(TAG: 1) Rhetorical Knowledge and 2) Critical Thinking, Reading, and Writing).*

4. Use at least two different citation styles and identify the disciplines for which they are appropriate. Display ability to use correct citation, footnotes, endnotes, and other documentation tools *(TAG: 5) Knowledge of Conventions)*.

5. Demonstrate the ability to work with advanced writing skills, such as synthesis, analysis, and summary while incorporating appropriate organizational structures *(TAG: 1) Rhetorical Knowledge)*.

Program aims specific to the professional and technical writing courses:

Professional and technical writing courses are designed to provide instruction and practice in writing technical and professional documents for students in business, medical, scientific, and technical fields. Students in business, engineering, pharmacy, natural sciences, law enforcement and legal assisting, and health sciences programs typically enroll in the professional and technical writing course options. Students read selected materials, examine sample documents, and develop memos, letters, reports, proposals, and similar kinds of documents required of them in their careers. Writing collaboration is practiced.

Students who receive a passing grade in a technical writing course will have prepared, designed, produced, revised, and submitted a variety of documents compatible with job or career writing requirements. Documents should be highly professional in appearance and free from error.

Course Learning Objectives
Note: The Higher Learning Commission of Ohio now requires that all course syllabi include a list of course learning objectives. These course learning objectives must be included as written on your syllabus.

ENGL 2950 Scientific and Technical Report Writing

First, students in Composition II courses will be expected to continually build upon and strengthen the learning outcomes from Composition I (ENGL 1110); please see the common syllabus for ENGL 1110 for a description of those learning outcomes. In addition, students who successfully complete ENGL 2950 will also be able to:

1. Incorporate technical information and knowledge into practical documents for a variety of professional and public audiences. (*TAG: Rhetorical Knowledge*)

2. Compose professional documents that are concise, clear, accurate, and ethical. (*TAG: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; and Knowledge of Conventions*)

3. Demonstrate professional writing strategies, including direct order organization, objective voice, unbiased analysis and summary, and use of transitional devices. (*TAG: Rhetorical Knowledge and Knowledge of Conventions*)

4. Explain and apply the rhetorical strategies and conventions of scientific and technical communication genres, such as but not limited to abstracts, data-based research reports, instructional manuals, technical descriptions, multimedia and web documents, and correspondence. (*TAG: Rhetorical Knowledge and Composing in Electronic Environments*)

5. Collect, analyze, document, and report on multiple forms of research clearly, concisely, logically, and ethically. (*TAG: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; and Knowledge of Conventions*)

6. Revise and edit effectively all assignments, including formal and informal texts and communications. (*TAG: Knowledge of the Composing Process and Knowledge of Conventions*)

7. Demonstrate professional work habits, including but not limited to those necessary for effective collaboration, cooperation, and presentation with other students, instructors, and, if applicable, outside stakeholders. (*TAG: Collaboration*)

8. Identify different citation styles and use them in the disciplines for which they are appropriate. (*TAG: Knowledge of Conventions*)

   a. *NOTE: TAG refers to the Ohio Transfer Articulation Guidelines and are required for all transfer eligible general education writing courses.*

ENGL 2960 Organizational Report Writing

First, students in Composition II courses will be expected to continually build upon and strengthen the learning outcomes from Composition I (ENGL 1110); please see the common syllabus for ENGL 1110 for a description of those learning outcomes. In addition, students who successfully complete ENGL 2960 will also be able to:

1. Develop and design workplace documents that demonstrate understanding of professional communication contexts, genres, and contemporary business topics. (*TAG: Rhetorical Knowledge*)

2. Recognize, explain, and use the formal elements of specific genres of professional and business communication, including white papers, recommendation and analytical reports, and promotional documents. (*TAG: Rhetorical Knowledge and Composing in Electronic Environments*)

3. Explain the ethical, cultural, social, and professional constraints of audience, style, and content for writing situations. (*TAG: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; and Knowledge of Conventions*)

4. Demonstrate effective use and analysis of secondary research sources as well as primary data gathering strategies. (*TAG: Critical Thinking, Reading, and Writing and Composing in Electronic Environments*)

5. Identify different citation styles and use them in the disciplines for which they are appropriate. (*TAG: Knowledge of Conventions*)

6. Compose professional documents that are concise, clear, accurate, and ethical. (*TAG: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; and Knowledge of Conventions*)

7. Identify and apply different format features in print, multimedia, and web texts. (*TAG: Knowledge of Conventions and Composing in Electronic Environments*)

8. Revise and edit effectively all assignments, including formal and informal texts and communications. (*TAG: Knowledge of the Composing Process and Knowledge of Conventions*)

9. Demonstrate professional work habits, including but not limited to those necessary for effective collaboration, cooperation, and presentation with other students, instructors, and, if applicable, outside stakeholders. (*TAG: Collaboration*)

Course Descriptions

Composition I Courses

NOTE: These courses are also web-enhanced, which means that each instructor has a Blackboard site dedicated to the course that they may use to varying degrees. Students should be encouraged to participate through the site, including posting responses to discussion boards, submitting papers online, and engaging in chat room discussions and live collaborative sessions as well as meeting in a traditional classroom.

To read the common syllabi for these courses, please visit https://www.utoledo.edu/al/english/programs/composition/geninfo/program_goals.html.

English 1110: Composition I

Catalog Description: Explanatory and persuasive writing in both personal and public genres; instruction and practice in generating, focusing, developing, researching and presenting ideas in ways consistent with one's subject, purposes and intended audience. From Composition I and Composition II, no more than 6 hours apply toward graduation.

Overview: The focus of English 1110 is on explanatory and persuasive writing in both personal and public genres; instruction and practice in generating, focusing, developing, researching and presenting ideas in ways consistent with one's subject, purposes and intended audience. Placement in English 1110 is through ACT, SAT, and/or HS GPA. Select sections of ENGL 1110 are designated for ESL students (this includes section numbers 8xx). ESL students must have completed ENGL 1020 with grade of Pass in order to take ENGL 1110. From Composition I and Composition II, no more than 6 hours apply toward graduation.

- *ENGL 1010: College Composition I Co-Requisite*: ENGL 1010 is a course designed the match ENGL 1110 in relation to student learning outcomes, writing assignments and activities, grading and assessment procedures, and other daily activities. Students in ENGL 1010 receive an additional one hour per week to work in small groups and/or individually with the instructor in order to receive extra assistance on writing assignments and activities. ENGL 1010 sections are cross-listed with sections of ENGL 1110.

Composition II Courses

A second semester of composition is required by the most colleges at UT. Some disciplines, including business, pharmacy and engineering, require that students take special sections of Comp II, including the technical and professional writing courses to fulfill requirements in their majors**. Students must successfully complete or receive credit or exemption from Composition I to enroll in Composition II**.

The primary purpose in these courses is to explore how and why we write for an audience, to strengthen students critical thinking, reading and writing skills, and to introduce students to advance research skills. Though not every assignment will ask students to write a traditional academic essay, the skills learned can be applied to such a task. To that end, the courses will be

expanding on the things worked on in Composition I (focus, rhetorical sensitivity, essay development, argumentation, research, citation, and revision).

English 1130: Academic Discourse and Disciplines

Catalog Description: Reading and analyzing documents from specific disciplines to synthesize results from multiple perspectives and produce disciplinarily appropriate writing from your research. A significant focus on academic argument and advanced research writing skills included. Discipline-specific sections offered. Web enhanced. Critical reading, research papers required.

Overview: In Academic Discourses and Disciplines, we study the written practices of various professions and disciplines to see how those discourse communities construct the problems and objects they study, how those written practices then produce consensus among members of that community, and allow that group to make claims to knowledge. Assignments are likely to include examinations of how discourse communities use varying writing strategies to produce different kinds of agreements and understandings, learning to work within those disciplines as ways of understanding the world.
Prerequisite: ENGL 1110

NOTE: Special sections of ENGL 1130 are offered for specific populations of Humanities and Education, Social Science, and Natural Science and Health Profession students. While the students outcomes and goals of the sections are the same as the general ENGL 1130 sections, instructors are encouraged to customize their curriculum, especially in regards to course readings and assignments, to fit the population for a specific section.

Composition II: Technical and Professional Writing Courses

As a Composition II equivalent, the technical/professional writing courses often attract students in their freshman and sophomore years, particularly as students are often encouraged to finish general education work before settling into their majors. Nonetheless, juniors and seniors occasionally enroll in these courses. These courses can be made more informative and relevant by calling upon the workplace writing experiences students have already had, and by drawing upon the specific experiences of advanced students, especially those who have completed cooperative education (worksite) experiences. Those students can assist the less workplace-experienced students with examples during discussion and group work which corroborates text instruction and makes more real the lessons, lectures, and assigned writing tasks, topics, and formats. Interaction, collaboration and profession-oriented projects promote commitment that connects classroom instruction to practical application and builds confidence, competence, and personal investment.

English 2950: Scientific and Technical Report Writing

Catalog Description: Instruction and practice in writing informational and analytical reports to varied audiences in medical, scientific or technical fields. Prerequisite: ENGL 1100 or 1110
English core course

Overview: The core of this course consists of the following four skill areas.

- Research Skills (using primary and library research to discover information)
- Correspondence Skills (learning the generic conventions of each)
- Explanatory or Demonstrative Writing Skills (to disseminate technical information to either non-technical or technical readers, such as descriptions, instructions, informational handouts, FAQs, etc. [not persuasive, per se])
- Visual and Multimedia Communication Skills (may appear as separate assignments or as components of other assignments)

English 2960: Professional and Business Writing

Catalog Description: Instruction and practice in multiple forms of professional and business writing within an organizational context. Emphasis on the analytical report based on research. . Prerequisite: ENGL 1110

Overview: The core of this course consists of the following four skill areas.

- Research Skills (using primary and library research to discover and employ information)
- Correspondence Skills (learning the generic conventions of each)
- Promotional Writing Skills (may or may not use primary research; to disseminate information; to inform and persuade public audiences that organizations communicate with)
- Visual Communication Skills (may appear as separate assignments or as components of other assignments)

University Policies

(for a complete list of university policies for undergraduate students, please visit https://www.utoledo.edu/policies/academic/undergraduate/)

The University of Toledo Missed Class Policy

(a pdf version of the following can be found at
[https://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-](https://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-14%20Missed%20class%20policy.pdf)
[14%20Missed%20class%20policy.pdf](https://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-14%20Missed%20class%20policy.pdf))

The University of Toledo Missed Class Policy provides for basic protections and reasonable accommodations for students who miss class with excused absences. Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absences from class:

1. Illness or medical emergency that requires an appropriate health care professional's care of the student or a dependent of the student, death of an immediate family member (spouse, parent, child, grandparent, sibling);
2. Religious observances that prevent the student from attending class;
3. Required participation in University disciplinary procedures;
4. Government-required activities, such as military assignments, jury duty, or court appearances;
5. In the case of severe weather in which an official agency such as the Sheriff's Department reports that hazardous driving conditions exist, and that travel is not advised;
6. Required participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including but not limited to artistic performances, R.O.T.C. functions, academic field trips and events connected with coursework;
7. Any situation or condition covered under Title IX or other federal legislation; and
8. Disability-related excused absences as specified in the accommodations memo emailed to instructors from Student Disability Services

For students who miss class due to a reason listed above, the instructor must provide reasonable accommodations for completing missed exams, quizzes, and other course work. Work missed due to an absence covered by this policy cannot be required to count as the low grade dropped in courses that allow for this type of grading opportunity

It is the responsibility of each instructor to inform students in writing during the first week of the course of his/her policies or applicable College policies on missed classes and related issues, including excused and unexcused absences, make-up examinations, providing notice or documentation of an excused absence, and makeup of work missed during students' excused absences. It is the responsibility of each instructor to decide and to communicate to students in the syllabus what weight shall be placed on missed classes in the computation of final course grades.

To be excused for any missed class, students must give to the instructor documentation of the reason for the absence per the list above (e.g.: funeral director's or funeral program slip; jury duty slip; doctor's "return to work" slip, notice of participation in a university function, etc.). If an emergency comes up unexpectedly, including such things as a death in the family or an

emergency room visit, the student must let the instructor know by UT email what is happening as soon as is reasonably feasible after the missed class for the absence to be excused.

Students who believe that this policy has been misapplied in their case can appeal that decision through the procedures laid out in Policy 3364-71-05 Academic Grievance.

Approved by Faculty Senate, 1/22/02; approved by Student Senate, 1/22/02; most recent revision May 14, 2019

Confidentiality of Student Grades/Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law which requires that a written institutional policy complying with the act be established and that a statement of adopted procedures covering the privacy rights of students be published. Reinforcing longstanding institutional policy, the Act and other laws require The University of Toledo to maintain the confidentiality of student educational records *except* as noted. (See https://www.utoledo.edu/offices/registrar/FERPA_confident.html for any exceptions.) One consequence is that teachers may not discuss the work of a student with a parent, advisor, coach, or other figure unless the student who is over 18 has signed a consent form at the Registrar's Office.

If you have questions regarding FERPA, please contact the Registrar's Office at 419.530.4836

With the recent trend of increased high school students in college classrooms, questions remain as to how FERPA works with high school students in a college environment. If you have questions regarding FERPA in relation to high school students, please contact the Director of the Composition Program for more information. Students must have a FERPA Prior Consent Form for Meetings on file before any meeting can be arranged (please see the above website for a link to the form).

Academic Dishonesty (UT Policy)

(a online version of this statement can be found at http://www.utoledo.edu/dl/students/dishonesty.html)

The university values responsible and ethical behavior in all academic endeavors. Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating, they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

1. Plagiarizing or representing the words, ideas, or information of another person as one's own and not offering proper documentation;
2. Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;

3. Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
4. Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
5. Giving or receiving substantive aid during the course of an examination;
6. Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
7. Taking, converting, concealing, defacing; damaging, or destroying any property related to the preparation or completion of assignments, research, or examinations;
8. Submitting the same written work to fulfill the requirements for more than one course.

While academic integrity is particularly the responsibility of the student, faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g. the use of a calculator, computer, text materials, etc.) Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:

1. The student may be assigned an F on the work in question.
2. The student may be assigned an F for the course. In this case, the instructor should inform both the dean and the student of this action through a written letter. The dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
3. The student may be placed on probation or suspended for some definite period of time, dismissed, or expelled by the dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the dean will consult with the instructor and the student in making such a judgment, and that the dean will notify the student of the sanction imposed and of the appeals procedure.

A student found to be academically dishonest by a faculty member may appeal according to The University of Toledo Academic Grievance Procedure.

2004 – 2006 University of Toledo Catalog; Revised May 1, 2011

Incomplete Grades

NOTE: Graduate Teaching Assistants should meet with the Director of Composition before offering a student a grade of incomplete. Please note that a grade of incomplete should be requested by the student, not imposed by the instructor for work not evaluated on time. For more information, see Documenting an Incomplete under Departmental Policies.

The grade of incomplete (IN) is assigned only in extraordinary cases when unexpected conditions prevent the student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester in which the grade is received (excluding summers); otherwise the grade will be converted to a grade of F by the *Office of the Registrar*. The student may initiate a request for an additional semester to complete the work for the grade (excluding summers). The extension is granted upon the approval of the faculty member and the associate dean of the college offering the course. **The incomplete grade will not be considered in computing the student's grade point average.**

2004 – 2006 University of Toledo Catalog, 23

Instructors are required to complete the "Incomplete Grade Documentation Form" for any IN grade submitted. A copy of the form and directions for completing it can be found at https://www.utoledo.edu/al/english/programs/composition/faculty-resources/

Human Subjects Research Guidelines

The University of Toledo honors ethical research guidelines that require the protection of human subjects and mandates respect for them. This is the summary of those guidelines from the University's website:

- Projects should be carefully designed to anticipate and minimize risk to the subjects.
- Participation of human beings as subjects in research must be voluntary.
- Consent processes and documentation must conform to the HSRRC requirements and comply with applicable law and sponsor guidelines.
- Confidentiality of identifiable information is presumed and must be maintained unless the investigator obtains express permission of the subject to do otherwise.
- All research projects involving human subjects must be submitted for prior review unless certain specified instructional exemption criteria are fully met. The checklist, which is available at the web site listed below, may be used to assist in determining whether a project must be reviewed by the HSRRC.

Any person conducting research through the auspices of the University is required to submit their research proposal to the Office of Research unless it meets specified instructional exemption criteria.

We expect any instructor or student who is planning on interviewing or surveying others for the sake of a research project to review and adhere to these guidelines. Types of research in composition might include the following:

- An essay to be submitted for publication that includes selections of student writing. (Please note that most major journals now require proof of research review by the researcher's university.)
- Student-conducted field work such as interviews or surveys that will be made public in any way, including work being submitted for awards, posted to a class website, submitted to a chapbook or journal, or otherwise circulated outside of a classroom.

- Research by faculty or students that will include interviews or surveys of persons that will be made public in any way.

Full criteria and submissions forms may be viewed and downloaded at the following URL:

http://www.utoledo.edu/research/RC/HumanSubs/index.html

Instructors are responsible for ensuring that both they and their students comply with these guidelines.

Department Policies

Instructor Information

Instructors teaching three or more classes per term are expected to hold at least five office hours a week and to be in their office and available to students during that time. This information should be provided to the office on the forms you receive the first week of the term. If an emergency causes you to miss office hours, please notify the office staff so they can advise students. Instructors teaching one or two courses are expected to hold three office hours a week.

Prerequisites

The prerequisites for ENGL 1010/1110 are: ACT Composite with a score of 18 or Accuplacer Sentence Skls Engl with a score of 88 or Accuplacer NG Writing with a score of 263 or TOTAL SCORE with a score of 940 or HS GPA of 2.75 (students above these scores register for ENGL 1110; students below these scores register for ENGL 1010).

Students must complete ENGL 1010/1110 with a grade of C or higher (or have obtained credit for ENGL 1110 via transfer or tests scores) in order to register for a second semester composition II course (i.e. ENGL 1130, 2950 or 2960). Students cannot participate in a second semester composition II course until the requirements for ENGL 1010/1110 are completed.

Students must be apprised of the placement procedures and prerequisite(s) for the course at the first class and on the syllabus; if they do not meet these prerequisites, they must immediately drop the class and register for the proper course.

ESL Students in the Composition Classroom

Teachers of English 1110 for native English speakers should contact Dr. Melinda Reichelt, Coordinator for the ESL Writing Program, with any initial questions and concerns about 1110 students who are or appear to be ESL students. Melinda will check the student's placement records to determine whether s/he is eligible to take English 1110. Special sections of 1110 (marked as 800 sections) are offered for ESL students.

There are no sections of Composition II designed specifically for ESL students; ESL students who take Composition II are placed in the same courses as native English speakers. Instructors who have ESL students in their composition classes may want to refer to the CCCCs statement on second language writers, part of which is excerpted below. Specific questions about ESL writers can be addressed to Melinda Reichelt.

Second-language writers include international visa students, refugees, and permanent residents as well as naturalized and native-born citizens of the United States and Canada. Many of them have grown up speaking languages other than English at home, in their communities, and in schools; others began to acquire English at a very young age and have used it alongside their native language. To many, English may be the third, fourth or fifth language. Many second-language writers are highly literate in their first language, while others have never learned to write in their mother tongue. Some are even native speakers of languages without a written form.

Second-language writers--who have come from a wide variety of linguistic, cultural, and educational backgrounds--may have special needs because the nature and functions of discourse, audience, and persuasive appeals often differ across linguistic, cultural and educational contexts. Furthermore, most second-language writers are still in the process of acquiring syntactic and lexical competence--a process that will take a lifetime. These differences are often a matter of degree, and not all second-language writers face the same set of difficulties. While some native speakers of English may face similar difficulties, those experienced by second-language writers are often more intense.

High School Students in Composition Classes

Recently, the state of Ohio passed the College Credit Plus (CCP) initiative, which requires colleges to offer more opportunities for high school students to take college level courses during their time in high school. Students as early as seventh grade can register for college level classes, and there are no restrictions on the number of credits a high school student can accumulate during their time taking college classes while in high school (for example, a program like the Toledo Early College High School [TECHS] has students accumulate enough credits for an Associate Degree by the time the complete requirements for high school graduation).

At UT, this has led to three different programs that offer high school students opportunities for gaining college credit:

1. Traditionally enrolled students: These are high school students who register for current college classes. While some of these students are PSO students, taking courses on campus, many are opting to sign up for our distance learning online only options for ENGL 1110 and ENGL 1130. The program tries to restrict the number of high school students to a particular section, but the state CCP law states that high school students must be treated in a similar fashion to college students as a particular institution, so this does limit restrictions that can be placed on the number of high school students in a single college section.

2. Dual-Enrollment: High school students take college level courses at their high school with a high school instructor trained to teach a college level writing class. Instructors must possess either an M.A. in English or an M.A. in a related field with eighteen hours

of English completed. Experience teaching writing at the senior high or college level is preferred. Dual Enrollment instructors are trained and overseen by the Director of the Composition Program.

3. <u>Toledo Early College High School</u> (TECHS): The University of Toledo works collaboratively with a high school/early college hybrid housed on campus that challenges selectively enrolled students to complete the requirements for all four years of high school and the first two years of college by the end of their senior year of high school.

Since high school students are receiving college credit for the courses they take, their performance should be judged strictly as college students. However, as their instructor, you should be aware of three things:

1. Since high school students can receive dual credit for your course, as a requirement for high school graduation and college credit, if they fail your course, they may not graduate from high school according to their planned schedule. You also may be asked to generate separate grades for both environments, especially if the student earns an NC in ENGL 1110 (since most high schools do not have an NC option, you may be required to establish a grade on an A-F scale for the high school).

2. As an instructor, you are not supposed to "single out" high school students in your class. As mentioned, these students (and the writing they compose) should be treated in the same way you would for other students in the class.

3. Instructors should not alter course content to teach "down" to these students. If you are using readings or films that might be construed as inappropriate for younger students or if it is likely that students do not have the life experience to write well in response to your chosen readings, you may wish to offer an alternative selection for them.

If you have any questions regarding high school students in college classes, contact the Director of Composition.

Signing Students into a Class

The university currently has a waitlist system for students prior to the start of classes, so instructors should not sign in any students prior to the first day of classes. If a seat opens up in your course, students are notified via email about the open seat and have a set period of time to register for the course. The wait list system officially ends at the start of classes.

Students can enroll **without** your signature into available class space during registration periods and during the first five days of the term. After that, up to the end of the Add/Drop period, your signature is needed for a student to enroll. Before signing any student into your course, check your rosters in your MyUT account or come to the main office to verify the actual enrollment of the course. If, however, a student seems to get into your class (beyond the course max and/or after the access deadline) without your signature, clarify what's happened by calling a Registrar's Assistant at 419-530-4843 or -4856.

It is **strongly recommended** that composition instructors <u>do not</u> sign students into a section that will cause it to be overenrolled. This is true for both ENGL 1110 and Composition II course offerings. <u>Only sign in students if there is an available seat in the section</u>. Please check your online course roster in MyUT before signing in a student.

NOTE: Teaching Assistants should not sign students into any of their composition courses under any circumstances. If students contact you about signing into your course, please direct those students to the Director of Composition.

Documenting the Incomplete (IN) Grade

Financial aid is influenced by the number of students completing a course. Thus, the administration is asking instructors to be more careful in when and how many incomplete grades are offered. While the decision to offer an Incomplete rests with the instructor, the Composition Program recommends the following when considering an incomplete grade:

- Incompletes are meant to assist students in completing a course and should not be seen as a way for students to retake the class. It is recommended that students have completed at least half of the writing assignments for the course (and preferably three-fourths of the course) before an Incomplete is considered;
- Requests for incompletes should come from students only (with the exception of students who are unable to contact instructors for medical or other reasons—in these cases, instructors may be contacted by advisors). An incomplete request from parents, coaches, or advisors in other situations should not be considered until the instructor has spoken with the student;
- Medical Withdrawals are still available for students who miss a significant amount of the course for medical reasons. Students should contact their advisor for more information about this option. Instructors can contact the Director of Composition for more information.

Instructors are required to complete the "Incomplete Grade Documentation Form" for any IN grade submitted. A copy of the form and directions for completing it can be found at https://www.utoledo.edu/al/english/programs/composition/faculty-resources/. Then, should any instructor assigning an Incomplete not return to the University, we will have a way to evaluate any subsequent student work and the ability to assign a grade. Teaching assistants may not assign an incomplete without discussing it with the Director of the Composition program first.

Student Generated Withdrawal (W)

A student may withdraw from a class from calendar day 15 through Friday of calendar week 10. This applies to fall and spring terms; for withdrawal dates for summer courses, see the University calendar. A grade of "W" will appear on the student's transcript. Any request for a withdrawal must begin with the student. Instructors can, however, notify and recommend that student consider a W grade if the student is unable to pass the course.

Starfish Early Warning System

Instructors will be asked during in the semester to complete a Starfish Survey on their students. The survey will ask about the student's current standing in the class, including where the students are succeeding and where additional help is needed. The survey results are shared with both the student and the student's success coach, and ideally the instructor, success coach, and student can work towards solutions to help the student succeed in the course. If you need more information regarding the Starfish surveys, please see the Director of the Composition Program.

Documenting Plagiarism

When you suspect that a student has plagiarized, follow these steps:

- Refrain from directly accusing the student of plagiarism unless you have firm evidence of it.
- Ask the student if the work is his or her own.
- If the student claims it as his or hers and the teacher has doubts, explain the doubts to the student and ask the student to provide copies of his or her resources.
- Seek outside verification by reviewing likely sources, including using keyword searches on the Internet.
- Determine if the use of someone else's work is intentional fraud or inept citation practices. For example, if a student names the sources on a works cited sheet or somewhere, even if improperly, in the text, the student probably doesn't understand proper citation practices. Instances of poor citation practice may be legally considered plagiarism, but in an undergraduate writing class, they are treated as poor writing strategies that need correction, not as outright plagiarism.

If you have firm evidence of plagiarism—the published source, student admission—the student should at minimum fail the assignment with no recourse for make up. This may mean the student fails the course as well, but it is entered differently in the record. You may also fail the student for the course. Failing students for plagiarism means that students may not replace the grade. They may have to retake the course and earn a passing grade to fulfill university requirements, but both the new grade and the F will remain on their transcript (and the F will be marked as academic dishonesty).

If you fail a student for the course for plagiarism, you must notify the Associate Dean in the College of Arts and Letters in writing using the Plagiarism Report template (see the Chair of the English department or the Director of Composition for more information). The Dean will notify the student and advise him or her of applicable rights and will prevent the student from withdrawing from the course. Also please copy the plagiarized work, attach a letter documenting the plagiarism and noting that the student failed the course for academic dishonesty, and turn this paperwork over to the English department secretary. This will ensure that a record is maintained with the department about the student's plagiarism. In the future, when a student seeks to replace a grade, there will be a central file to consult before allowing a grade replacement.

Canceling a Class

You are expected to meet all your class meeting days scheduled throughout the term. If illness or a personal emergency requires you to cancel class, call the English department office so that the staff can respond to students who may call and also attempt to post a notice outside the classroom. It is also advisable to contact the class through your BlackBoard course shell; this can

easily be done by posting an announcement or emailing the class. Canceling a class for a scheduled conference presentation is an accepted and encouraged practice, but please let the office know so that stray students can be re-directed. Classes should never be cancelled for more than two consecutive class days.
English Department phone: 419-530-2318

End of Term Records
At the end of every term, copy your attendance and grades records and label with your name, course, section, and term numbers (or send a copy of these records to the department secretary via email). You may be asked to turn these into the department office. We maintain these records to address grievances or changes of grade that may arise after your departure (this is particularly important for second semester graduate students and part-time faculty).

University and Program Assessment Records
Assessment of Core Composition courses

Courses that fulfill University core requirements are subject to assessment by the Faculty Senate Core Curriculum committee. The assessment of these courses is mandated as well by the Higher Learning Commission, which requires evidence of student achievement of learning objectives in order to grant accreditation. Methods of assessing composition courses include teacher evaluations, grade reports, faculty reading sessions of student writing samples, student interviews and surveys, and written reflections. You will be notified if your course will be included in program assessment activities.

Copy Machines:

All Faculty: Full-time faculty, Part-time faculty, Visiting Faculty, and Teaching Assistants may copy one syllabus for each of their students. Beyond that, any request for copies must be turned into the department with a "Request for Clerical Services" form. If the request is deemed appropriate, copies will be placed in your mailbox within 48 hours, if the request is deemed inappropriate (ie: the request can be accomplished through electronic means) the request will be returned to your mailbox, likewise within 48 hours. All faculty are also encouraged to post syllabi to their class Blackboard site, where students can download and/or print out a copy of the syllabus for themselves.

Supplies:
Faculty needing supplies must turn in a list of requested items to the Associate Chair via his mailbox. Please understand that most of the supplies we provided in the past will no longer be available. Supplies for classroom purposes (for example: white board markers and erasers) will be provided.   General clerical supplies (paperclips, pencils, staples, etc.) will also be provided. Please see the department secretary for more information or to answer any questions.

Mail:
All outgoing mail must be approved by the Department Administration, unless it has been pre-stamped.   Mail must be related to department business (letters of recommendation, etc.) or to professional development.

Teaching Strategies

Preparing a Syllabus

While providing review and reinforcement of university policy, the primary function of a syllabus remains to provide students with a written record of the requirements for the particular course in which they are enrolled. This document defines classroom policy for a particular class for the duration of that semester. Students rely on and use the information provided therein for their preparation, scheduling and completion of assignments for class. The syllabus should reiterate the appropriate university polices and include in clear language any and all information that students need to successfully achieve the objectives and goals of the course.

In addition, the syllabus serves as a guide for any grade grievances or complaints. An electronic copy of your complete syllabus and calendar should be provided to the main office at the beginning of each term (you will receive an email at the beginning of each semester with more information). Providing the syllabus is also required for Higher Learning Commission (HLC) review.

Common Syllabus Requirements

In order to provide consistency across sections of composition, please keep the following in mind as you create your syllabus:

Reading:
  Learning to think and read critically means that students must read texts of sufficient difficulty and unfamiliarity to acquire a critical vocabulary and a breadth of perspectives beyond those they bring with them. It also requires that they develop flexibility in their reading to acquire the ability to make sense of multiple genres of writing—commentary, memoirs, research reports, poems, and reviews among them. All faculty members must therefore incorporate multiple genres in their course reading assignments, although they are free to choose among them. Please choose a textbook that covers multiple genres from different disciplines.

Writing:
  More than 100 years of research on the teaching of writing demonstrates that students are most apt to develop into adept writers if they are 1) provided ample opportunities to write and receive feedback from both peers and professionals on their writing; 2) if their departures from standard grammar are addressed on an individual basis that asks that they change their grammatical habits from non-standard to standard one step at a time within the context of their writing assignments; and 3) if they are asked to write about real events with which they have a lived connection. Persuaded by this evidence, we ask that all course syllabi incorporate the following requirements:

- Writing assignments will be staged so students build from shorter assignments to longer assignments.
- Students will write frequently both in-class and outside of class, responding to texts in writing as well as in discussions.

- Composition I students will produce a minimum of 5,000 words in final draft form over the course of the semester. This will mean roughly 18 to 20 finished pages. At least one paper will be a documented essay with a sustained discussion that results in a paper of at least 5 pages.
- Composition II students will produce a minimum of 7,000 words in final draft form over the course of the semester. This will mean roughly 22 to 25 finished pages. At least one paper will be a researched essay of at least 8 pages.

Research:
- All students must produce a researched essay that successfully incorporates a number of sources, with correct in-text citation and a works cited/reference page.
- All students must document those sources according to the conventions appropriate to a humanities project, using the MLA as a guide in Composition I while learning two citation styles in Composition II.
- Students may also document sources according to the conventions appropriate to a different discipline, with faculty approval and guidance (i.e. APA, Chicago, etc.).

Using Portfolios to Evaluate Student Writing

It is a common practice for instructors for ENGL 1110 and the second semester courses to incorporate portfolios into their classes. Portfolios offer students the chance to revise papers over the course of the semester while allowing instructors to defer grades until the student has produced his/her best work. Instructors should consider including a statement about portfolios in their syllabus. A possible wording for this statement is as follows:

> "All students in this class will maintain a portfolio of their work throughout the semester. While all drafts will receive comments and some instructors may choose to give provisional grades on drafts, formal grades for portfolios will be deferred until the end of the semester and/or mid-term, allowing students ample time to revise and resubmit their papers. Students should keep all work (notes, drafts, casebooks, etc) for this class, as some or all of it may be included in the portfolio. Your instructor will provide more details about the portfolio during the semester and is available to answer any questions you may have."

More information on portfolios is available in the teaching practices section of this handbook.

Requirements for the Syllabus

The policy statements, instructor information and student/instructor concerns listed below should be included in every syllabus for compositions classes at UT.

- Course name, course and section number
- Instructor name, office location, office hours and contact information
- Catalog Description
- Course requirements
- Student Learning objectives
- General Education statement

- Course prerequisites
- Required texts and materials
- Policy Statement on Non-Discrimination on the Basis of Disability
- Academic Accommodations Statement
- Attendance and excused absences
- Plagiarism and penalties
- Requirements for the submission of work to be graded
- Late assignments
- Grading policy for the course
- Class Calendar

For more information on specific policies, please see the common syllabi for our composition courses, located at
https://www.utoledo.edu/al/english/programs/composition/geninfo/program_goals.html

Course and Instructor Information

You are required to post and maintain office hours. Placing this information at the top of the first page of the syllabus provides information in easy access to students who may need to contact an instructor in a hurry. You should also provide information on how you want students to contact you (i.e. email, phone, etc). Refer to page 21 for more information about office hours.

Learning objectives

All instructors should include student learning objectives on all course syllabi. Instructors must use the Composition Program learning objectives listed on the common syllabi (see website above for link to common syllabi). The listing of course objectives allows students to see and understand what they will accomplish in the course. Students should be asked to reflect upon their level of success with learning objectives at different times in the course (such as during the completion of mid-term or final portfolio). As instructors create assignments and activities, these should be linked to the student learning outcomes.

Course Prerequisites

Instructors are required to inform students of course prerequisites verbally and on the syllabus on the first day of a course so that students who do not qualify for a course in which they are enrolled can drop immediately and add the appropriate courses as soon as possible Listing these prerequisites near the front of the syllabus increases the chances that students will read this requirement in case they miss the instructor's comments on this important matter on the first day of class. Please see the common syllabi website for more information on the course prerequisite statements.

Required Texts and Materials

List all textbooks, handbooks (with authors, edition numbers and publishing dates) and other necessities, giving students specific information to ensure they obtain the exact materials needed

for class. If you are using online or open-source material, make sure it is clear to students how they can access these materials online.

Course Requirements/Assignments

Outlining course requirements allows students to assess the scope of the course and the rigors of the coursework to come. This section often contains a list of the papers/projects/presentations that will be assigned in the course of the semester. Explanations of such issues as in-class writing, in-class collaboration and class participation /classroom work can also be addressed here so that students understand instructor expectations in situations that impact student grades. If you are unsure of how to address your assignments in your syllabus, please see the Director of the Composition Program for examples and additional information.

Attendance

The University of Toledo Missed Class Policy (found at https://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-14%20Missed%20class%20policy.pdf) has several significant provisions that must be taken into account as you establish an attendance policy for your course:

- Students cannot be penalized for excused absences. Excused absences are outlined on the policy located at the website above.
- Instructors must notify students in the course syllabus of policies regarding missed classes, make-up work, and how work that is missed for unexcused absences is to be computed in the final grade.
- Instructors must notify students in the course syllabus of two methods (e-mail, voice mail, or written notice) of contacting the instructor to notify him of an absence.

Please keep these provisions in mind as you design the attendance policy for your course. If you need assistance in creating an attendance policy for your class, please see the Director of the Composition program for examples or additional information.

Plagiarism

Plagiarism appears to be on the rise for a variety of reasons. Many students have become accustomed to acquiring information through multiple sources whose authors are only vaguely identified: television and news reports, websites, chat rooms, and multiple other electronic sources. Such broadly cast information is ubiquitous and students are often lulled into believing that it is commonplace knowledge, theirs for the taking. In addition, many students, both afraid of work they do not know how to handle and tempted by readily available papers for sale, either buy or cut and paste their way to a paper and convince themselves that their act of selection constitutes a form of authorship.

Students should understand that including the ideas, discoveries and theories of others in their own writing is acceptable and even desirable, but *only* when these ideas, discoveries and theories are identified by appropriate means and are attributed in established ways, such as MLA or APA documentation.

Academic dishonesty fails the purposes of education and harms those whose words and ideas are represented as the work of others. We must therefore thoroughly discourage all types of academic dishonesty through a common definition of plagiarism in its varied forms, enactment of common means for determining it, clear policies outlining the consequences of plagiarizing, and explicit statements of those policies.

In the interest of helping our students form good intellectual habits, we ask that you do the following:

- Take time to talk about plagiarism in class, providing examples of the various types of plagiarism to your students.
- Teach students in-text citation strategies and conventions and works cited requirements.
- Design assignments to counteract plagiarism (including the use of casebooks, local writing contexts, varied forms of research, etc.)
- State the definition of plagiarism on your course syllabus. Include in this definition statements about ghostwritten papers, cut and paste writing, insufficient citation, and unacknowledged collaboration.

If you need assistance in creating a plagiarism policy for your class, please see the Director of the Composition program for examples or additional information. More information about the university's academic dishonesty policy can be found on page 17-18 of this manual. Information on documenting plagiarism can be found on page 26 of this manual.

Requirements for Submission of Work

Providing general standards for the submission of work informs students of requirements that remain consistent throughout the semester. This section gives details about such issues as paper format-MLA documentation, double-spaced final drafts, font size and type, folder requirements, etc.

Late Assignments

Many instructors impose some type of penalty for work turned in after a due date without an excused absence. This practice is justified not only because it allows an instructor to reasonably manage the grading of assignments, but also because turning in a late assignment allows the student additional time and possible feedback from the returned work of other students. In establishing and applying a late penalty policy, be consistent and reasonable.

Grading Policy for the Course

Semester grading policies and corresponding placements are listed below:

ENGL 1010/1110: Composition I is graded A-C with grades of C- or lower recorded as NC. A student who receives an NC in Composition I must repeat the course successfully before taking Composition II or the Professional Writing courses.

Composition II and the professional writing courses are graded A-F. In some colleges, students who do not receive a C or higher must repeat the course.

Grades of lower than a C can be deleted if a student retakes the identical course and receives a grade of C or higher. If a student is seeking a grade deletion, he will present a form to the original instructor who will document that the low grade was not given for academic dishonesty.

See "Department Policies" for descriptions of and uses of IN (Incomplete) and W (Withdrawal) grades.

BlackBoard Statement

Instructors who will be making significant use of BlackBoard during the course should consider including a statement that informs students about this requirement and how technology will be incorporated and assessed. The following is a sample statement that can be used in your syllabus:

> "This course will be enhanced by our own BlackBoard site. All course documents and handouts may be accessed there. We may use Blackboard for some or all of the following: to carry on class discussions, peer review, collaborative writing, research, reading responses, email and submissions of drafts. Occasionally, we may use the chat room for virtual office hours and class meetings. *Participation in discussion boards, reading responses, class chats and online peer review may be incorporated into the preparation of each assignment; your active participation will be reflected in your final grade.* You are encouraged to contribute articles, images or website links relevant to our class activities to be posted to our site. It is the responsibility of each student to activate your UTAD account and secure access to BlackBoard from either your home or campus computer."

Class Calendar

Instructors are expected to provide to students a calendar of the semester that outlines by weeks, days or class sessions the approximate progress for the course. At minimum, syllabi should include a list of useful dates, including drop/add dates, assignment/project deadlines, exam dates, and holidays. Some calendars contain more detail than others, including reading selections, class agendas, and homework assignments for each class session.

Teaching Practices

1. Using In-class Writing

Instructors are encouraged to assign some form of in-class writing regularly. Although students might dismiss this as "busy work," in-class writing serves several important purposes. Not only does it develop writing "muscles" through practice, but it also triggers perceptual and conceptual processes, permitting students to recall memories, examine complex topics, and to discover their voice. These exercises not only help students to generate ideas, they help students recognize the value of using writing as a tool in invention.

All instructors should administer an in-class writing on the first day of class. Use this first writing to gauge your students' writing abilities and to identify any students you feel may have been misplaced. If you feel that you have a student that has been misplaced (i.e. should be taking ESL composition instead of native speaker), contact the Director of Composition as soon as possible.

Finally, consider how you will plan to assess in-class writing. This is usually writing where students are being asked to try out new concepts or ideas; thus, the writing produced in-class may be rougher and will not have gone through the revision process as with more formal assignments. Thus, these writing activities should be seen as low-stakes compared to other class texts. At the same time, not assessing these writings may lead to students seeing them only as "busy-work" and putting little if any effort into the activities. Keep these issues in mind as you choose how to assess these papers.

Ideas for Creating In-class Writing Prompts

- Begin each class with a ten-minute free-write about a topic of their choice.
- Ask students to respond to a question that will be addressed in lecture or discussion.
- Ask students to respond to the class discussion, identify key points, or pose a final question.
- Use as the discovery draft for major paper projects.
- Ask students to respond to a reading, or to a topic in the news.
- Assign a question from the textbook as an in-class writing prompt.
- Ask students to reflect on a class activity, a recent workshop or assignment, or on their own writing process.
- Ask students to write a portion of a paper during class time: draft the introduction or conclusion, or create a position paper capturing their argument.
- Respond to the writing of other students, presenting counter arguments, etc…

Further Reading:

Kiefer, Kate. "Integrating Writing into Any Course: Starting Points." <u>Academic Writing</u> (2000).

Orr, John C. "Instant Assessment: Using One-Minute Papers in Lower-Level Classes." <u>Pedagogy</u> 5.1 (2005): 108-111.

2. Leading Class Discussions

While writing is the main focus of any composition class, encouraging students to discuss topics from readings, popular culture, and current events will help them develop writing topics and practice critical thinking skills. Thus, in many of your classes, both small and large group discussions will take place. Before looking at some specific strategies that lead to productive conversations, a few important points need to be addressed:

- Throughout composition literature, you will hear about various roles that teachers should take during discussions, including discussion leaders, moderators, facilitators, guides, etc. The role or persona one takes is most often an individual choice. What is most important is that students—all students—have the opportunity to join the discussion and that teachers strive to get students more involved in leading class discussions and introducing topics and questions they have about the article(s) under discussion.

- Avoid IRE: Initiating a question, Receiving a Response, and Evaluating that response. Work towards more cross-dialogue, where students are questioning and responding to each other, not just the teacher.

- Wait time is important here. Wait time is the interval between when you ask a question and when a student responds. Early in a teacher's career, wait time can be difficult. But remember that silence in a classroom is not necessarily a bad thing; often students will need time to think about and formulate a response to your question. One trick is to keep a drink nearby during discussions; every time you feel like you need to fill the silence, take a drink. Eventually, a student will provide an answer (because, they hate silence as much as you do ☺).

- Consider more small group work early in the semester (giving students a chance to meet each other and grow comfortable with discussion), then move into full class discussions later in the semester once you and the class feel more comfortable with talking in class.

- Finally, consider how you plan to physically arrange the classroom. You probably want a layout where students can easily see each other and where there will be few distractions to take away from the conversation. Many teachers prefer to use a circle format (everyone makes a large circle with their desks or tables, facing inward toward each other). While this layout usually produces strong discussions, be aware that some students may feel threatened or exposed while facing other members of the class. Like anything that occurs in the classroom, realize that it will take time for some students to open up and become more vocal members. Also consider using small groups earlier in the semester, as this gives students a chance to get vocally involved with a smaller group of students first before moving into large group discussions. For more ideas on how to reflect on common classroom practices, see Stephen Brookfield's *Becoming a Critically Reflective Teacher* (San Francisco: Jossey-Bass, 1995).

The following are some small and large group discussion methods that can be used in any class:

- Starburst Activity: Hand out one Starburst candy (in the wrapper) to all students. Based upon color of the wrapper, certain students will talk (ex: "Now all the red wrapper students will discuss the text. Everyone else listens."). Keep going through all the colors. This activity offers all students a chance to talk and encourages strong listening skills.

- Colored Chalk: Bring a box of colored chalk to class. Ask students (individually or in pairs) to place a question about that day's reading on the board. After all questions have

been placed on the board, invite everyone to grab a piece of chalk and answer as many questions as they want. Use the questions and answers as the introduction to the day's class discussion.

- With longer articles, you can have students work in small groups, summarizing a section of the article and coming up with questions to lead class discussion. Then, each group leads class discussion based on their section for part of the class.
- Non-evaluative Statements: If you have a class of students who jump into evaluating a text before truly understanding it, have them choose a sentence, idea, or argument in the text that they understand. Make sure the statement is descriptive and not evaluative (i.e. "one page 3, the author says…" "Overall, this author agrees with the perspective that…"). Each student can mention a few of these to start with, then once you are assured that students have a good grasp of the article, move into a more evaluative discussion.
- Questions on Board: The teacher asks students for questions about the article and places these on the board. Then, either the teacher can provide some answers and additional talking points (if early in the semester) or the class can pick which questions they want to start the discussion with.
- Slips of Paper: At the start of class, have students write down a few questions on slips of paper. Fold these slips and place them into a bowl. Pass the bowl around and have the student take out a slip of paper, read the question, and then offer an answer to get discussion going. Keep passing the bowl until you have gone through all the questions (eliminating similar questions along the way) or until you are ready to move into a more open discussion or onto the next activity.
- Strips of Paper: Break a reading into five or six sections and write a discussion question about each section. After you print out your questions, cut them into strips. Break students into as many groups as you have questions. Allow each group to select a question. Allow small group discussion to come up with an answer. Call on groups in the order of the questions so that the discussion follows the order of the reading.
- Talk-Twice: This works well for classes where you have certain students dominating the conversation. Basically, the system is as follows: Everyone is allowed to make two comments. However, a person cannot offer a third comment until everyone in the class has spoken at least once. Either you or a student can keep track of the turns taken.
- Another effective method is to have students work on questions in small groups first and then either have each group summarize what they discussed or simply move into a larger class discussion.

3. Using Portfolios

What is the difference between a portfolio and a folder full of papers? According to Kathleen Blake Yancey, the difference is **collection, selection, and reflection**. First, a portfolio is a *collection* of writing developed over the course of the semester using peer and instructor feedback to facilitate revision. Second, students are often asked to *select* specific texts to place into the portfolio, based upon best writing, most improved writing, most enjoyable assignments, etc. Finally, and most importantly, students need to *reflect* upon their writing in a letter to the

instructor and/or other possible readers, discussing strengths and weaknesses of the writing, growth as a writer, and abilities in meeting course objectives.

Portfolios are an effective assessment tool because they present a full picture of the student as a writer, allowing qualitative or holistic assessment of the student's body of work. However, portfolios work best if assessment comes throughout the semester, not just at the end. Instructors should consider not only offering comments to individual papers throughout the semester, but also asking students to turn in the portfolio at different intervals for response (many instructors ask students to compile and turn in a "mid-term portfolio" consisting of writing during the first part of the course). This way instructors view student writing as works in progress and focus more on formative assessment (or assessment that will encourage revision and growth) than simply summative assessment (or assessment that offers a final evaluation or grade).

The use of portfolios as an assessment tool encourages students to take agency in and ownership of their writing and to recognize that writing projects are always works-in-progress. Building a portfolio develops reflective skills and the student's ability to assess and revise their own work. Most portfolio assessment models postpone grading until the portfolio is presented at the end of the semester.

Types of Portfolios

- Process or Working Portfolios: Students turn in everything (or a larger selection) in the portfolio: rough drafts, notes, prewriting, final drafts, peer reviewed copies, and any other materials that they composed during the course.
- Showcase Portfolios: Students write a set number of papers during the year, then choose a certain number of papers to put in the portfolio at the end. For example, students can be asked to write six papers during the year, then they choose three papers to put in the portfolio (either their best writing, favorite writings, writings that best show their development, etc.)
- Final Copy Portfolio: Students are asked to include a revised copy of each paper they did during the semester. Students choose how to organize the papers. Students are asked to include a table of contents, with the title of each piece and a short annotation, and a reflective letter that discusses the writing in the portfolio and why they chose the organization they did.
- Integrated Portfolio: The integrated portfolio includes a collection of students' work in some or all subject areas. The purpose of this portfolio is to show student performance in the various disciplines and highlight the connections between each discipline. Student reflections include a description of how subject areas overlap in school and in the real world, why they chose this particular artifact, and what goals should be set.
- Employment Portfolio/Teaching Portfolio: Used in a business writing class, students choose which works to place in the portfolio and arrange them in a way that will allow them to use the portfolio on the job market. Portfolio could include application letter and resume, sample writings, letters of recommendation, etc. Teaching portfolios would include additional items like a vitae, student evaluations, observation reports, etc.

- Media savvy courses often require visual elements in addition to written requirements. Some instructors have portfolios uploaded to the student's personal website as an "electronic portfolio"

Options for Using Portfolios in Your Course

- Papers are submitted on a deadline and are returned with feedback, but no grade. The student revises the paper for later submission as one of many works in the portfolio.
- Papers are submitted on a deadline and are returned with feedback and an "advisory grade" that indicates how the paper would be evaluated if graded or with an alternative assessment, such as writing whether you consider the draft to be a late, middle, or early draft (see "A Comprehensive Plan to Respond to Student Writing" by Jeff Sommers for more information on draft grades). The student revises the paper for later submission as one of many works in the portfolio.
- Papers are submitted on deadline and are graded with feedback for revision. Writers may select their best work for inclusion in the portfolio, which receives a grade separate from each of the individual papers.
- **Regardless of portfolio type and method, students should always be assigned a final, reflective essay as part of their final portfolio.**

Further Reading

Elbow, Peter and Pat Belanoff. "Reflections on an Explosion." <u>Situating Portfolios: Four Perspectives</u>. Eds. Kathleen Blake Yancey and Irwin Weiser. Logan, Utah: Utah State UP, 1997. 21-33.

Reynolds, Nedra. <u>Portfolio Keeping: A Guide for Instructors</u>. Bedford St. Martins, 2000.

Sommers, Jeff. "A Comprehensive Plan to Respond to Student Writing." <u>Practice in Context: Situating the Work of Writing Teachers.</u> Eds. Cindy Moore and Peggy O'Neill. NCTE, 2002: 263-273.

Yancey, Kathleen Blake. "Portfolios in the Writing Classroom: A Final Reflection." <u>Portfolios in the Writing Classroom.</u> Ed. Kathleen Blake Yancey. Urbana: NCTE, 1992. 102-116.

---"Portfolio as Genre, Rhetoric as Reflection: Situating Selves, Literacies, and Knowledge." <u>Writing Program Administration</u>. 19.3 (1996): 55-69.

4. Teaching Peer Review

Peer review is a valuable activity in the composition classroom, not only because it elicits feedback, but also because responding to the writing of others helps students recognize and articulate the strengths and weaknesses of their own writing.

However, when instructors assume that students enter the classroom fully able to understand how to read and respond to the work of others, workshops fall flat, generating vacuous responses that do little to improve reading and review skills, and leading students to deem them a waste of class time. Peer review is most successful when it is approached as an academic skill developed with guidance and practice. Below are some suggestions on how to prepare students to peer review in your classroom.

Suggestions for Teaching Students to Read and Respond Thoughtfully

- Model the response you want students to generate. Use a student writing sample and ask students to respond. As a group, discuss which comments were most useful.
- The fishbowl method. Select a small group of students and work outside of class with them on proper peer review methods. Then, have students participate in a peer review during class time as the rest of the class watches the session. Spend time talking about and answering questions after the fishbowl.
- Distribute a sheet of guidelines for reading and responding to papers, or write prompts for response on the board. Ask writers to read their paper aloud to a small peer group. The group responds in writing, then discusses the paper collaboratively.
- Distribute feedback forms as reading and response guides.
- Directed feedback: Ask students to write a letter to peer readers explaining their goals and concerns about their paper. Peer reviewers read the letter, then the paper, and write a response with attention to the writer's letter.
- Circulate between groups, keeping students on task.
- Be a peer reviewer—randomly read student papers and respond using the same criteria you give students.
- Give feedback to reviewers. Occasionally note the strengths and weaknesses of the student response, either verbally or in writing. Tell students when they are reviewing well.
- Ask students to reflect on the positives and negatives of the peer review sessions.
- Vary the peer-review method with each workshop to present students with different approaches to peer analysis.

Peer-Review Methods

- Small groups of 3-5 students read their paper aloud or exchange with group members who read silently. Students can
  a) Read and respond to the papers of 3-4 group members during class time.
  b) Read and respond to the papers of 3-4 group members who have posted their work online at a discussion board.
  c) Read and respond to papers via e-mail.
  d) Bring 3-4 copies of their papers to be distributed to the group. Group members read and respond as homework, and discuss their responses at the next class period.
- Pairs of students can work together using the above methods.

- Teacher-led peer review (instead of scheduling individual conferences, the teacher meets with groups of 3 to 4 students and conducts a peer review session). Papers are often exchanged in advance and students come prepared to discuss the texts. This can work well for the first peer review of the semester.
- Large group sessions:
  a) Pass the paper: Students pass their draft to the reader behind them for a quick read. You might ask readers to jot down three questions that they have after reading the draft. This works well for shorter pieces, like e-mails, memos, and sales reports.
  b) Students place their drafts at the front of the room, and take another student's paper at random.
  c) Students explain their goals, then read the paper or a portion of the paper to the class and ask for feedback.

Assessing the Effectiveness of Peer Response Groups

- Ask students to submit written peer response sheets with final drafts.
- Assign an in-class writing asking students to explain how peer feedback influenced revision.
- Teachers can read over peer review sheets, note where they agree with peer reviewers, and then respond only to areas not addressed in the peer reviews.
- Teachers can ask students to create a "revision plan", addressing what their reviewers suggested and discussing how they will revise the paper based on these suggestions. Again, the instructors can respond to this sheet first and offer a few additional comments that were not addressed.
- Create a simple assessment form for peer groups. Ask them to evaluate one another and the group as a whole, and to provide suggestions for improvement.

5. Student Conferences

Meeting individually with students a few times during the semester greatly enhances student retention, class discussion, and provides an excellent opportunity to address student's writing difficulties directly and in the context of their own writing.
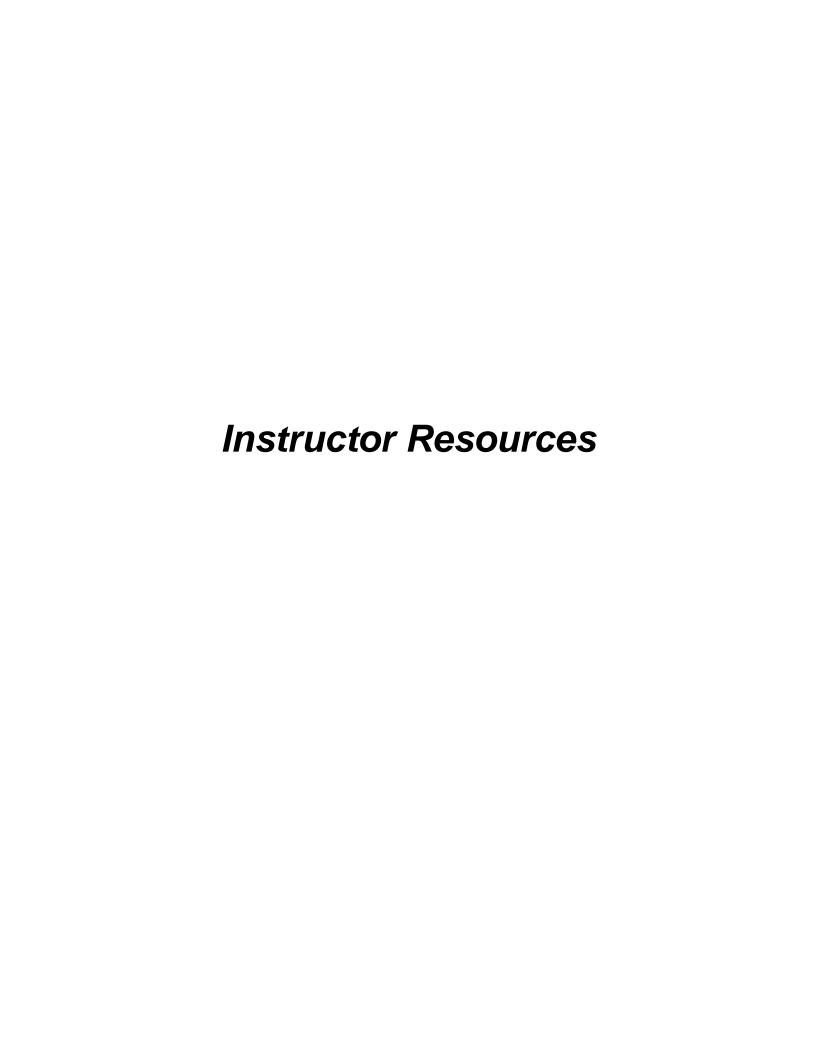
Students who display significant writing difficulties should be asked to conference with you the most. Some instructors meet with all students once a term and with weaker writers more frequently. Advise students at the beginning of the term that you will be asking them to conference with you at various times during the semester. Students benefit from a conference where the topic of conversation is a text they have written recently and will have a chance to revise based on your feedback. Take time in class to discuss what will occur at the conference, as this can help to alleviate any anxiety students may have about "meeting with the teacher."

Mid-term is often a good time to meet with students and review a mid-term portfolio. Many instructors ask students to bring their mid-term portfolio to the conference and use that time to evaluate the works in progress. Feedback provided in this conference can be used by students to revise work for their final portfolio. Instructors can schedule conferences at multiple times

during the semester (i.e. after each formal paper; at the start of the course; when an assignment is first given out; at mid-term and during finals). Instructors are allowed to cancel classes to accommodate conferences; however, no more than two classes should be canceled at one time.

Some tips for effective conferencing

- Sit side-by-side or at adjacent corners so you can look at the paper together. Teachers are less intimidating when they're not behind a desk.
- Let the student set the agenda. Open by asking the writer if he or she has any specific questions or concerns, or ask students to email these questions to you ahead of time.
- If the student has nothing to contribute, have notes on key issues for yourself.
- If you're looking at the paper for the first time and time permits, you may wish to read the paper aloud or ask the student to read it to you. This allows both of you to "hear" missteps or add comments.
- Use "I" language in your comments; e.g., "I wasn't sure what you meant by this sentence" instead of "You need to clarify this."
- If a student's writing is troubled by grammar errors, you can use part of the conference time to review a pattern of error you have identified. Point out the first few examples, model strategies for re-writing them, and then ask the student to locate and fix one on their own. Recall that these errors are likely to be habitual. Don't try to address too many at once or to achieve perfection. Think improvement.
- Finally, end each conference by having the students develop a revision plan for this paper. Ask students to summarize what you discussed in the conference and identify the three main issues/concerns with the paper. Have students develop a plan for how they will work towards correcting those concerns in later revisions.

Instructor Resources

English Department Office FH 1500   *Phone: 419-530-2318*

Our office is staffed by Natalie Bullock and a rotating group of Work-Study Students. The office hours are 8:30-5:00, Monday through Friday, unless other noted (please call ahead to make sure about any change in hours). If you have questions not covered by this handbook, contact Natalie for assistance.

Natalie takes care of office assignments, phone numbers, office and mailroom keys, computers, printers, office supplies and hundreds of details that we all take for granted.

Need office supplies? See Natalie for access to the supply cabinet.

Need to run copies of your syllabi and handouts? The copier in the office is for faculty use. To use the copier, enter the last six digits of your Rocket Number on the introductory screen. Once logged in, talk to a member of the office staff for directions on how to use the copier. You can also scan copies of articles and documents that can be converted into PDF files and sent to your UT email account. Talk to a member of the office staff on information on how to do this.

Need materials copied, typed up and/or run off for you? There are forms in the trays to request help in the office space beside Natalie's desk. Please give at least 48 hours lead time to complete your requests.

The Writing Center   *Phone: 419-530-7753*

Located in the basement of Carlson Library, the WC offers one-on-one tutoring for students, faculty and staff on an appointment and walk-in basis. If you wish to incorporate a visit to the Writing Center into your syllabus, please call ahead to familiarize the staff with your assignments and due dates. The WC staff also gives workshops and presentations in composition classrooms about services and about writing. Call to schedule a 15-20 minute presentation tailored for your class. Check their website for hours.

On-line resources are available at http://www.utoledo.edu/success/writingcenter/

University of Toledo Libraries

The six-story library on main campus is the William S. Carlson Library, the primary library for both undergraduate and graduate research. Other UT libraries include the Law Library and the Education Library located in the Carver Teacher Education Center in Gillham Hall. The online system catalogues UT's holdings, including the audio-video holdings, microforms and government documents. The library's web address is http://www.utoledo.edu/library/.

UT is a member of the OhioLink system, which indexes the combined holdings of the State Library of Ohio, public universities, community and technical colleges, and private colleges in Ohio. OhioLink allows for inter-library loans, and many of the articles available through the OhioLink Research Databases are available online in full text.

The library offers many services to both you and your students:
- Instructors may place articles on Reserve Reading lists through the circulation desks at Carlson Library. Articles may be listed by hotlinks to allow students to access them online if they are available through the OhioLink Research Databases. For information on placing items on reserve, either electronically or in print format, visit the Circulation Desk of either library or see https://www.utoledo.edu/library/mulford/reserves.html.
- The library's Information and Instruction Services Division (IISD) will provide class instruction on a variety of topics ranging from surfing the databases to evaluating websites. The IISD faculty will also customize instruction for your specific course. For more information or to schedule a class, see http://www.utoledo.edu/library/serv/fac.html (scroll down to "Instruction Services for your classes").
- Librarians have also created materials specifically geared toward first and second semester composition courses; these can be accessed by clicking on the "LibGuides" link under the QuickLinks banner on the library's homepage.
- Carlson Library has locked faculty study carrels available. Contact the library for more information.
- Faculty are encouraged to recommend titles the library may consider purchasing. Suggestions may be submitted through the web page. The English Department also has a committee that recommends purchases.

University Authors & Artists Exhibit

Each fall the Ward M. Canaday Center (5th floor, Carlson Library) sponsors the University Authors & Artists Exhibit. Faculty can display publications and works produced during the previous year. Information is mailed to all faculty to inform them as to when and where to submit publications for the exhibit.

Classroom Support Services *Call 530-2656*

Each of the rooms in the Field House is equipped with an overhead projector, computer, ELMO (electronic transparency machines), DVD, VHS, and cable (in some rooms). To access these resources, tap on the Crestron unit (small screen behind the computer monitor) twice (in FH 2910 and 2030, you will need to enter the access code 1234 or 2656) You can access each of the resources by pressing on the circle with the resources name at the top of the Crestron screen. You can control volume by clicking on the up and down arrow on the right hand side (pressing on the red icon will mute and un mute the volume). To access the ELMO overhead project, tap "Document Camera" and use the controls on the pad or the ELMO (the ELMO does not use transparencies; instead, you can use a printed out copy of your handout). First floor rooms are equipped with tables and chairs; second floor rooms vary from tables and chairs to movable green chairs. For more information on your specific room, along with information on additional resources such as Echo360 and Turning Point, visit
http://www.utoledo.edu/depts/academicsupport/

Office of Student Conduct and Community Standards *Phone: 419-530-1258*

Teachers who are having trouble with difficult students should contact the Director of the Composition Program, who may in turn ask the Dean of Student Conduct for his/her involvement. If the problem is one that needs immediate action, the instructor should contact University Police at 419-530-2600 (emergency). The non-emergency University Police contact is 419-530-2222. http://www.utoledo.edu/studentaffairs/conduct/

Student Disability Services *Phone: 419-530- 4981*

This office provides assistance to persons with disabilities as they develop their academic and personal potential within the University community. This office will send you an advocacy letter via email if there is a student in your classroom with a registered disability. You may contact SDS for additional help after you receive the memo if you have an identified student with a disability. **You cannot approach a student to discuss a perceived disability if he or she has not identified with the Office of Accessibility!!!** For more information, see
http://www.utoledo.edu/offices/student-disability-services/

New Hires: Basics of Getting Started

Human Resources Registration (Payroll paperwork)

In order to get connected with payroll and benefits, and to be authorized to get your Rocket identification card, parking permits, e-mail and so forth, your first step is getting your paperwork cleared through Human Resources. New faculty will be invited to an orientation session late in the summer; see Natalie for more information. Human Resources will come there to help you through the enrollment process for payroll and benefits.

New faculty may also be given an orientation to the benefits package by the Human Resources Office. If you have not been contacted about such an orientation, please call them and schedule one. (Office of Human Resources, 419-530-4747 and http://www.utoledo.edu/depts/hr/contacts.html.)

Payroll questions (such as frequency, start/stop dates, etc.) are answered on the Payroll Office's website at http://www.utoledo.edu/offices/controller/payroll/. Paychecks are direct-deposited; you can access your paystub through the MyUT link at myut.utoledo.edu (click on the Employee tab). Faculty should take any questions to Natalie in the English department regarding payroll.

Human Resources also provides information about full-time faculty options for life, travel accident, liability and health insurance at http://www.utoledo.edu/depts/hr/benefits/index.html; fee waivers for educational fees or you, your spouse and children at https://www.utoledo.edu/depts/hr/benefits/tuition-waiver.html.

Full and part-time employees should visit the link about the State Teachers Retirement System (STRS) Retirement Plan at https://www.utoledo.edu/depts/hr/pdfs/UnderstandingYour%20STRSohBenefits.pdf. New faculty will also receive information about retirement plans at the new faculty orientation session held by the university.

Rocket Identification Card

The Rocket Card is the University of Toledo's official Identification Card. It also serves as your Library card, your access card for Memorial Fieldhouse on weekends, and can be formatted for use as a debit for use on campus. Graduate assistants may want to use the debit card feature for dining on campus or making purchases at the bookstore. For more information about how to obtain a Rocket Card, including procedures if lost or stolen, can be found at http://www.utoledo.edu/rocketcard/.

Parking Permits

Parking permits are obtained through Parking Services. Visit their webpage at http://www.utoledo.edu/parkingservices/ and apply online or follow their instructions for applying in person. Application for permits usually begins in early August.   All faculty members need to obtain their permits through the online web page. Additional information, including designated faculty/staff parking areas, payment methods, etc., can be found on the webpage also. You will not receive a permit; rather your car's license number is registered in the system. Contact Parking Services if you have additional questions.   Phone: (419) 530-4100.

Keys

Natalie Bullock will process your key orders through the Key Control Center. You will be notified about when to pick up your keys.

Phones Numbers, Directories & Voice Mail

Phone numbers are assigned by the department staff. Once your paperwork is processed through Human Resources, your name, office, phone and other information will be added to the online directories.

On campus calls can be made by dialing the last four digits of the phone number. To make a local, non-UT call, dial 9, then the 10-digit phone number. To make a long distance call, dial 9, 1, then the 10 digit phone number.

Finding Contact Information

To find phone numbers, office numbers or e-mail addresses for other faculty and staff or other offices, use the online directory at https://www.utoledo.edu/edirectory/.   To get e-mail addresses, it is often faster to use the global directory in your e-mail account which you access through your UTAD account (see below).

Voice Mail service is available for each phone extension. Voicemails are sent to your university email account, where they can be downloaded for listening. For more information on telephone services and voicemail, visit https://www.utoledo.edu/it/telecommunications/.

Establishing Your UTAD Computer Account

Full-time faculty: your office will be equipped with a computer. Printing is attached to the office copier or printing hub; see Natalie for more information. Our Support Systems Specialist will set up your system, establish a network connection and download the University's licensed software. For part-time faculty or graduate students who may not have a computer in their designated offices, there are computer labs available on the second and third floor for undergraduate, graduate, and part-time faculty use. See Natalie for information about access to these labs.

To set up your UTAD username and password (these will allow you to log into any computer on campus), follow the directions at https://www.utoledo.edu/offices/provost/academicfinance/UTADactivation.html.

You can also use your UTAD and password to access Blackboard off campus (www.utoledo.edu/dl) , your MyUT page (http://myut.utoledo.edu/), and your email off campus (email.utoledo.edu).

USING myUT—Web Portal

Once you get your UTAD account established and your paperwork has cleared the proper channels, your web portal will be established. To get into the portal, from the UT home page (www.utoledo.edu), select the MyUT link in the drop down menu. The Welcome page will offer you current news and feature stories about the university.

To access your personal MyUT account, enter your UTAD login and password at the top of this page. In Faculty & Advisor tab, you will be able to access your teaching schedule and your class lists. You will be able to monitor drop/add activity and to authorize lists of students to add your course – if the number of open seats drops in your sections. You will submit all grades online through your portal at the end of semester. You can submit grade changes here. You can also link to your email and distance learning courses through this page.

Under the Employee tab, you can access pay stubs, earning history, work forms, and payroll schedules, along with making changes to your personal information.

Another feature of the portal is that, through the link to UT Community, it allows you access to different areas of the university community, including shopping, dining, and recreational activities.

Calendars

Copies of the academic calendar may be obtained at http://www.utoledo.edu/offices/provost/calendar/

Business Cards

Official University of Toledo business cards are printed through the University Print Shop. Please contact Natalie for details.

Photocopiers and Fax Machine

A photocopy machine is available for work-related faculty use.   To access the photocopier, enter the last six digits of your RocketID. The copier can make single and double-sided copies, fax documents, and has the ability to scan documents into PDF and .txt files. See Natalie or a work study student for more information.

Instructors are encouraged to make their classrooms as paperless as possible. Teachers can use the available technological resources in the classrooms for projecting information to students, and can post documents, assignments, and readings to the class Blackboard page.

UT-MUO Federal Credit Union

Visit the webpage https://www.uoftfcu.com/ for information about **UT Federal Credit Union.** The UT Federal Credit Union serves faculty, staff, students, alumni and family members of the University of Toledo. It is a full service credit union offering a wide range of services that are competitive with local banks. Once a member, always a member!

The credit union is located at 5248 Hill Avenue, Toledo, Ohio 43615-5868.   Phone: 419-534-3770