Writing Program Handbook
Version 1.4.2019


Writing Program Administrator
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## Mission Statement

The mission of the UNC writing program is aligned with the core values and mission of the university, striving to prepare students to think, act, and communicate effectively in our diverse and global society. Instructors in our writing program focus on enhancing student's rhetorical knowledge, their genre awareness, and their ability to identify, adapt, and employ various conventions and dispositions across contexts and disciplines. Students in the writing program are provided with formative feedback throughout their processes of writing and research, and instructors emphasize the social nature of writing and the value of revision.

## Course Descriptions

ENG 122 (CO-1) This course offers extensive practice in writing clear and effective academic prose with special attention to purpose, audience, organization, and style. Instruction in critical analysis and revision. (LAC, gtP) 3 credits

ENG 123 (CO-2) Prerequisite: ENG 122, an ACT score of 30.0 or higher in English, or an SAT verbal score of 630 or higher prior to March 2016, or SAT Reading score of 34 or higher after March 2016. Instruction in diction, style, logical analysis, research techniques and organization of college level research papers. (LAC, gtP) 3 credits

ENG 132 (SAI) Co-requisite: ENG 122 This one-hour course provides supplemental academic instruction with an emphasis on the relationship of reading and grammar to writing. Students who have scored below 18 on ACT in English, below 470 on SAT in English, and/or have below a 2.75 cumulative high school GPA are encouraged to enroll in this course. 1 credit

ENG 225 (CO-2) Prerequisite: ENG 122, an ACT score of 30.0 or higher in English, or an SAT verbal score of 630 or higher prior to March 2016, or an SAT Reading Test score of 34 or higher after March 2016. Topics for writing chosen from ideas of historical influence and/or contemporary problems. Repeatable, may be taken two times, under different subtitles. (LAC, gtP) 3 credits

## Placement Procedures

*Overview*: All students are required to take 6 credit hours in area 1 of the [Liberal Arts Core.](#) These 6 hours may be fulfilled by taking ENG 122 (3 credit hours) and ENG 123 (3 credit hours) or ENG 225 (3 credit hours). ENG 122 meets the State of Colorado's Guaranteed Transfer for Composition I (CO-1) and ENG 123 and 225 meet the State of Colorado's Guaranteed Transfer for Composition II (CO-2).

*Possible Exemptions for ENG 122 (CO-1):* If a student presents an ACT score of 30.0 or higher in English, or an SAT Critical Reading score of 630 or higher prior to March 2016, or an SAT Reading Test score of 34 or higher after March 2016, he or she is exempt from ENG 122. A student must complete enough electives to bring the total number of hours to at least 40 hours of liberal arts core courses.

*CLEP Information*: A student may earn 6 credit hours (CO-1 and CO-2) by earning a score of 50 on the College Composition CLEP exam. For more information on CLEP exam at UNC, see [here](#).

*Placement into ENG 132 (Supplemental Academic Instruction: Composition Enrichment, 1 credit hour):* This course is a co-requisite with ENG 122 and offers late registration.   This one-hour course provides supplemental academic instruction with an emphasis on the relationship of reading and grammar to writing. Students who have scored below 18 on ACT in English, below 470 on SAT in English, and/or have below a 2.75 cumulative high school GPA are **encouraged** to enroll in this course.

## Syllabus Information for Writing Program Instructors

*Submission of Syllabi Policy*: All instructors of ENG 122, 123, 132, or 225 are required to submit their syllabi to the Department of English administrative assistant via email by the end of the first week of classes. Syllabi in the writing program will be assessed for by the WPA for adherence to all writing program, department, campus, and state policies.

*Syllabus Requirements\**: According to the [Board Policy Manual](#) (2-3-501), for the mutual benefit and protection of students and faculty, every faculty member is obligated to share in writing with students before the add deadline the items listed below:
>  (1) the course objectives/outcomes.
>  (2) the general strategy, topics, subject matter, materials and tasks to be employed to meet those objectives/outcomes.
>  (3) evaluation criteria and weight to be applied to each assignment/activity in determining the final grade.
>  (4) a list of tentative deadlines for accomplishment of assignments.

For our purposes in the writing program, please adhere to the checklist below (which includes the items listed above from the [Board Policy Manual](#) as well as additional items **required** by the Writing Program Administrator):

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Required Components:

\_\_\_ course logistics (day/time/meeting location)

\_\_\_ instructor information (phone/email/office hours and location)

\_\_\_ course description (official catalog description and prerequisite information)

\_\_\_ learning goals & outcomes (gt pathways competency, SLOs and content criteria)

\_\_\_ grading information (weight of assignments, scale, etc.)

\_\_\_ assignment information (complete descriptions of all major assignments and connection to SLOs and content criteria)

\_\_\_ textbook & materials information (be sure to adhere to the WP textbook policy)

\_\_\_ attendance policy

\_\_\_ late work policy

\_\_\_ disability support services

\_\_\_ academic integrity and Bear Code

\_\_\_ Writing Center information

\_\_\_ Supplemental Academic Instruction (SAI) information

\_\_\_ Library Resource information

\_\_\_ Ed Kearns Scholarship information

\_\_\_ course plan (weekly outline of assignments/class activities)

Recommended Additions:

\_\_\_ revision policy

\_\_\_ technology (phone/tablet/screen) policy

\_\_\_ basic needs statement (click here for some ideas)

\_\_\_ class citizenship statement

\_\_\_ additional statement on inclusivity, universal design, accessibility (click here for a list of ideas)

___ campus cultural centers (7 strong)

___ Purdue OWL as a writing-specific resource

___ statement on student veterans (see the "special considerations" section of the CCCC Position Statement on Supporting Student-Veterans; click here)

*Note that we have a syllabus template for ENG 122, 123, and 225. Instructors can access these templates on our FYC@UNC shared Canvas course. Instructors can also access various sample syllabi on the FYC@UNC shared Canvas course.

## Information on Gt Pathways

Student Learning Outcomes and Guaranteed Transfer (Gt) Pathways
The Colorado Commission on Higher Education has approved English 122 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO1 category.  For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category.  For more information on the GT Pathways program, go to
http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

*Written Communication Competency*
Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

*Student Learning Outcomes (SLOs) Students should be able to*:
1. Employ Rhetorical Knowledge (required for GT-CO1, GT-CO2 & GT-CO3)
    a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. Develop Content (required for GT-CO1, GT-CO2, GT-CO3
    a. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions (required for GT-CO1, GT-CO2 & GT-CO3)
    a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. Use Sources and Evidence (required for GT-CO1, GT-CO2, GT-CO3)
    a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
    b. Follow an appropriate documentation system.
5. Control Syntax and Mechanics (required for GT-CO1, GT-CO2, GT-CO3)
    a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

*Written Communication Content Criteria*
Regardless of instruction or section, every section of ENG 122 focuses on the above competency and student learning outcomes. Additionally, every section of ENG 122 will adhere to the following content criteria (which is also a key component of being compliant with our Gt Pathways designation in the State of Colorado:

*Content Criteria: The content of a Gt Pathways Written Communication course shall be designed to:*
1. Develop Rhetorical Knowledge
   a. Focus on rhetorical situation, audience, and purpose.
   b. Read, annotate, and analyze texts in at least one genre of academic discourse.
   c. Use voice, tone, format, and structure appropriately.
   d. Write and read texts written in at least one genre for an academic discourse community.
   e. Learn reflective strategies.
2. Develop Experience in Writing
   a. Learn recursive strategies for generating ideas, revising, editing, and proofreading.
   b. Learn to critique one's own work and the work of others.
3. Develop Critical and Creative Thinking
   a. Identify context.
   b. Present a position.
   c. Establish a conclusion indicated by the context that expresses a personal interpretation.
4. Use Sources and Evidence
   a. Select appropriate evidence.
   b. Consider the relevance of evidence.
5. Develop Application of Composing Convention
   a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
   b. Use appropriate vocabulary, format, and documentation.

# Writing Program Policies

## Office Hours Policy

In accordance with [Board Policy Manual](), all instructional staff members whose responsibilities involve students are expected to schedule a reasonable number of office hours. Office hours should be scheduled at times convenient to both students and instructors with the additional option of prearranged appointments for students when there is a schedule conflict.

In the English Department all instructors are required to hold consistent office hours each week. The number of office hours are dependent on the number of credit hours instructors are teaching. For every 3 credit hours, instructors must have a minimum of 1

office hour(s), and the syllabus should indicate that scheduled appointments are available as well. Instructors are fully expected to be present and available for all scheduled office hours. In the event that office hours have to be cancelled, instructors should notify students in writing and inform the WPA.

A master list of all instructors' office hours is available in the office (the Administrative Assistant(s) will send an email requesting all instructors submit their office hours for compiling).

## Office Supplies

Office supplies (paper, pens, etc.) are available in the English office. Instructors should ask a member of the office staff for whatever office supplies are needed. Each faculty member is allotted one black ink printer cartridge per semester and one-color ink cartridge per year. Please obtain from the office staff.

## Office and Room Keys

The English office has key card request forms that must be filled out and taken to Facilities in Parsons Hall (at 5th Ave. and 20th St.). Facilities will then provide a key to your office. If you want your UNC ID coded for the card reader for building access, you must complete a second key card request form and present it at this time. High-tech key card forms must be signed by the HSS Dean. Please check to see if your classes are in high-tech classrooms and request this special coding (FYI, these are reserved for full-time faculty). Keys for the Fishbowl, Writing Center, etc., must be checked out in the English office.

## Office Maintenance

Cleaning, dusting, and vacuuming of offices are the occupant's responsibility. Trash and paper for recycling are picked up on a weekly basis. Blue plastic bins in the hallway are for recycling (paper and aluminum).

## Copies/Printing

Instructors are responsible for making their own copies. The English office staff may be available for making copies for instructors when instructors are unable to do so themselves (but this depends on the staff's availability and the notice provided for completing said copy request). Request forms must be filled out 24 hours prior to the time at which the copies are needed (excluding weekends). The copying machine can also scan documents in PDF format, which are then emailed. If copies are requested from a book, the request form is located in the workroom and should be filled out and left in the basket.

The Writing Program encourages instructors to post their syllabi to Canvas rather than make copies for all students. This enhances our contribution to making our campus a Green campus, enables instructors to make easy changes to items such as course calendars, and encourages students to make consistent use of Canvas.

Strict adherence to copyright laws is followed, which means that we will only copy two chapters—or 10%—of a book at any one time (this is the Library's standard). We will not, however, make individual copies of book chapters for every student in your course(s). In order to save money and trees, we encourage you to scan, as opposed to copy, documents for student use, and post them as PDF files to your course's Canvas shell. Should you have questions about whether the amount of desired copying is reasonable or not, please consult with the English Department office staff.

## Contact Hours, Cancelling Classes & Conferencing

Cancelling classes should be avoided at all costs. The time students have in program classes is valuable and should be respected. If an instructor needs to cancel a class on short notice, they should notify their students in writing (e.g. with a Canvas announcement or email) as well as notify both the English Department administrative assistant and the WPA (via email). If instructors know in advance that they will need to cancel class, they should arrange for a substitute and provide a lesson plan. If substitutes are arranged, please notify the WPA via email.

In addition to the above policy on cancelling classes, all instructors in the writing program are required to hold class for the entire allotted class time. Again, the time we have students in the classroom is valuable and must be respected. Failure to hold full classes reflects poorly on the reputation of the writing program.

One unique exception to this is one-on-one student conferencing, which is a high-impact practice in writing instruction and is encouraged by our writing program philosophy. If you cancel class for one-on-one conferencing, you should include this in your course calendar and student attendance should be required (with expectations and consequences consistent with your regular attendance policy).

## Timely Grading Policy

All instructors must return student essays (major writing projects) within 2 weeks of student submission date.

## Handling Plagiarism and Academic Integrity Issues

In accordance with Appendix 4 from the Bear Code, an instructor who suspects that a student may have violated the academic integrity policy is encouraged to notify the student in writing and/or convene a meeting with the student to discuss the incident and evidence of misconduct. The instructor or any other University community member is

also encouraged to report an alleged violation of academic integrity to the Office of Student Rights & Responsibilities (OSRR).

In addition, any instructor may also request that the WPA mediate a scheduled meeting between student and instructor.

## Additional Grading Policies

- All instructors must provide their grading scale/weighted items/breakdown in their syllabi and are strongly encouraged to use Canvas for posting grades.
- All instructors should aim for transparency and timeliness when recording and presenting student scores. Students should be able to understand (at any given time) where they stand grade-wise in any given course.
- At least 80% of the assigned grade in ENG 122, 123, and 225 must be connected to writing of some sort (pre-writing, reflective writing, drafts, revision, and so on).
- All students must attempt all major essays in order to pass the class (they don't necessarily have to pass every major essay, but they must at least attempt each major essay). This prevents a grading scheme in which students could potentially avoid an entire writing project in a given course.
- The required passing grade for all courses in the LAC is a D. This should be reflected in the grading scale instructors include in their syllabi.

## Room Reservations

The English Department has several different meeting rooms available for reservation:

- The computer lab (Ross 1240): 25 PCs, with instructor work-station and projector.
- The "Fishbowl" (Ross 1155): Seminar seating for 16. The room may be unavailable Tuesdays and Thursdays because of scheduled graduate courses; check before reserving.
- English Department Conference Room (Ross 1268): Seminar table that seats 20; unavailable 12:20 – 1:15 PM Mondays, Wednesdays, and Fridays, when it is reserved for English Department committee meetings.

Room reservations can be made in the English office. Reservations to use classrooms or lecture halls should be directed to the English Department Administrative Assistant. Please keep in mind that it is very difficult, if not impossible, to find vacant classrooms during the day, especially during "primetime" (9 AM to 2 PM). For that reason, changing classrooms is impossible, except in the case of natural disasters.

Should you require a classroom in Ross Hall because of disability, please be aware that the office staff does not have the ability to pre-assign classrooms. Central scheduling (or the Space Allocation Committee) requires that each faculty member who requires a pre-assigned room in Ross for reasons of disability should register with Human Resources (1-2718).

## Final Grades

Grades are entered via Ursa (ursa.unco.edu). Grades are due by 5 PM the Wednesday following finals week. For any student assigned a failing grade, the instructor must also enter a last date of attendance.

## Course Evaluations

Currently, the English Department uses only one course evaluation form, which can be found in the English workroom. Towards the end of every semester, the office staff prepare envelopes for evaluations and place them in instructor mailboxes. They also keep stacks of evaluation forms ready and available on one of the work tables. The English Department does not mandate when students complete their evaluations, but the majority of instructors tend to hand them out during the last week of classes. Deputize a student to deliver the completed evaluations to the English office, and then leave the room while students complete the evaluations. Once final grades have been turned in and the Department Chair has had a chance to read all of them, they will be returned to your mailbox. Keep them for your annual and comprehensive reviews.

Electronic evaluations are also available. Students will be emailed automatically that course evaluations are open and available (usually during week 15 of the semester). In order to ensure a robust response rate, please try and reserve a computer lab during the open-evaluation window and allow students class time to complete the electronic evaluation.

## Incompletes

If a student becomes ill or otherwise incapacitated at the end of the semester, an instructor has the option of assigning an incomplete. The student has until the last day of the next term (note: summer terms count!) to complete the missing work. If you decide to assign an incomplete, please complete an Incomplete form (available in the carousel in Ross 1284) and file it with English Department office staff. We need a record of the work that the student needs to complete in case something happens to the instructor. Please also make sure that we have a copy of the syllabus and the student's other grades, so that the chair or another faculty member can submit a final grade, should something untoward happen. TAs and adjuncts are strongly encouraged to consult with the WPA prior to negotiating an incomplete with a student.

See also the [Incomplete Grade](#) policy through the Office of the Registrar.

## Grade Changes

Grade changes are complete using OnBase. The link can be found in URSA under the "grades" column on the left-hand side. A link under that column should be indicated with

the phrase "Grade Change Request Form." Click that link, sign into OnBase, and follow the prompts.

## Grade Appeals

All instructors in the writing program are required to adhere to the grade appeal policies from the academic catalog (2-1-201), see here. Essentially, in the event of a dispute regarding an academic decision, the student is strongly encouraged to talk with the instructor first. If the instructor and students cannot come to a consensus, the grade appeal process may be initiated.

Instructors within the writing program may request that WPA mediate an informal meeting between instructor and student.

## Student Progress Reports

After several weeks of the semester have gone by, most instructors will receive an email from the Office of Student Success (VP Stephanie Torrez) requesting information/update on a list of students. All writing instructors are **strongly encouraged** to promptly and thoroughly respond to these requests. If you have a student about whom you are concerned but you do not see them on the list, please email Stephanie Torrez directly to express your concern. This allows our Office of Student Success to provide positive intervention in an attempt to support and ultimately retain students who are struggling academically. Participating in this process ensures that the Writing Program is actively engaged in promoting retention and persistence on campus. Such engagement is vital for our program because FYC is a gateway moment and often a major predictor course for retention and student success.

## Final Examination Policy

All instructors are required to hold their final examinations and should plan their syllabus accordingly. The time allotted for final exam is a part of our contact hour obligation to the program and to the students. Instructors do not have to hold an actual exam but should work to make the content of that day meaningful in relation to the course content. For example, the final exam time might be used for presentations or for reflective work. The bulleted list below articulates the final exam policy from the Catalog:

• All final examination periods are 150 minutes in length.

• Examinations are conducted in the same classroom used throughout the semester unless alternative arrangements are made with the room scheduling department in the Events/Scheduling Office at the University Center.

• Faculty should alert students to changes in final examination times or locations before the testing date. With the approval of the school director, the final examination may be eliminated by an instructor who considers it unnecessary.

• If no final examination is given, class will continue through the last week of the semester. In such cases, classes will meet at the times shown on the final examination schedule. The final exam schedule is available at www.registrar.unco.edu.

• Each student registered for credit in a course must attend the final examination unless the student has made prior arrangements to be excused by the instructor.

• In extreme instances, a final examination may be rescheduled by the instructor, provided the change is coordinated with the appropriate dean's office and approved by the school director.

• If a student has three or more final examinations scheduled for one day, the student may negotiate a time change with the instructors involved. This negotiation should take place not less than one week before the scheduled examinations. If the parties involved cannot find a mutually agreeable time, the Office of Academic Affairs will indicate courses for which a change must be made. Laboratory sessions will not meet during the final examination period. Laboratory examinations should be given before final examination week.

## Over-enrollment Policy

Under no circumstances will first-year writing courses be permitted to over-enroll beyond the course cap. If students contact instructors regarding the possibility of over-enrollment, they should be advised to get on the wait list.

# Professional Obligations and Ethics

## Title IX

All instructors in the writing program must adhere to the policies in our campus Title IX office. See here.

The UNC Title IX office created a statement for faculty to include on their syllabi:

"The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, receiving academic and housing accommodations, obtaining legal protective orders, and more.

Please be aware that all UNC faculty members are "responsible employees," which means that if you disclose to a faculty member about a situation past, present, or future involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. "Disclosure" may include communicate in person, in class, via email/phone/text message, through in/out of class assignments, or through any other form of communication.  Larry or a trained staff member in the Office of Institutional Equity and Compliance will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community, who can connect you with support services and help explore your options now, or in the future:
- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or http://www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or http://www.unco.edu/counseling
- UNC Psychological Services:  970-351-1645 or http://www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899).

Please also be aware that university faculty may also be required to disclose any incidents of other kinds of abuse they know about, past, present, or future, to the University.


FERPA

All instructors in the writing program must adhere to FERPA policies. See here.

# Resources and Important Contact Information

## Important Contact Information

| Name & Title | Phone/Email |
|---|---|
| Tara Wood, Writing Program Administrator | 970-351-1479  tara.wood@unco.edu |
| Andreas Mueller, Chair of the English Dept. | 970-351-1577   andreas.mueller@unco.edu |
| Crystal Brothe, Dir. of Writing Center | 970-351-2056 crystal.brothe@unco.edu |
| Lisa Zimmerman, Dir. of Writing Minor | 970-351-2033 lisa.zimmerman@unco.edu |
| Kim Metcalf, English Dept. Admin. Asst. | 970-351-2971 kim.metcalf@unco.edu |
| Becca Romaine, English Dept. Admin. Asst. | 970-351-2971 becca.romaine@unco.edu |
| IT Help Desk | 970-351-4357 help@unco.edu |
| Registrar | 970-351-2231 charles.couch@unco.edu |
| Facilities (501 Parsons Hall) | 970-351-2446 |
| UNC Police (Gray Hall) | 970-351-2245 |

## Writing Center

The Writing Center is located in Ross 1230, and serves all enrolled students, faculty, and staff at the University of Northern Colorado. Clients receive help with a variety of areas, such as discussion of purpose, audience, and the writer's role in the work; development of ideas, main points, and structure; utilization of primary and secondary sources; utilization of documentation systems; and instruction in grammar. Writing center tutors do not edit but instead teach clients how to proofread their own work. Tutors work with all types of writing and with writers from all levels and abilities. The Writing Center provides the following services:

- Free and confidential tutoring assistance for all writing projects
- Useful handouts covering almost every writing concern from punctuation to documentation.
- Assistance for ELL students
- Workshops on common writing issues

Writing Center Hours: 9 AM to 5 PM, Monday through Friday. Appointments required.

## Additional Resources & Important Links

- Adjunct Faculty Tool Box (offered through the Center for Excellence in Teaching at UNC)
- Board Policy Manual
- University Regulations
- Course Catalog
- FYC@UNC shared Canvas course

## Supplemental Academic Instruction

English 132, or Composition Enrichment, course that is designed to supplement the work students will do in English 122 and offers late registration. ENG 132 is offered on campus, meets once per week, and carries one credit. The course content ranges from assistance with grammar, punctuation, and documentation style to peer and/or instructor review of ENG 122 papers. ENG 132 is meant to be helpful, fun, and educational for those who just need an extra boost when it comes to their writing. Students looking for supplemental instruction for their ENG 122 course should enroll for ENG 132 through URSA.

## UNC Library

### Overview of Library Workshops for ENG 122 and ENG 123

The library session for **ENG 122** is designed to help students determine keywords for searching, develop a preliminary research paper topic, and find articles and books using the library search tool Summon. The session integrates well with the argumentative paper or similar assignment and works best when students have already begun thinking about a possible topic.

The library session for **ENG 123** is designed to further develop information literacy skills by focusing on evaluating sources for research assignments and using bibliographies to find additional sources. As this is a hands-on session where students will spend most of the time finding sources on their topics, it is best to schedule your ENG 123 library session once students have selected a paper topic.

### Scheduling a Library Workshop

To schedule your library session, you need to fill out the online form: https://unco.co1.qualtrics.com/jfe/form/SV_0e1FCMwFhi7pF2Z. Please provide at least two possible dates for the library session so that we can schedule your session in a timely manner.  From the instruction options you will select either ENG 122 or ENG 123.  You will receive a confirmation with the date, location, and name of your librarian.

### ENG 122 & 123 Librarians

In Michener Library, there are librarians specifically dedicated to supporting students in ENG 122 and ENG 123. They are located on the first floor and their offices have turquoise signs indicating that they are designated ENG 122/123 Librarians. Walk-ins and appointments are both accepted.

Additionally, the university library faculty have created the "undergraduate research tutorial," which is a series of modules that are available in Canvas Commons.

## Frequently Asked Questions (FAQ!)

*What should I do if I have a problem with a student?*

It depends on the nature of the problem. First and foremost, instructors should reach out the Writing Program Administrator for guidance and direction regarding any student issues. Tara.wood@unco.edu

If there is a behavioral issue with a student, instructors should reach out to the Dean of Students. On the Dean's web page, there is a link that says "Share a Concern." That's a great way to communicate a concern or behavioral issue.

If the student is a student-athlete, instructors can email James "Jimmy" Henderson. He is in charge of supporting academic success for student-athletes and will intervene as appropriate. He's an excellent resource. His email is james.henderson@unco.edu.

*Do I need to order my own textbooks?*

Please see the textbook ordering policy.

*If I need to cancel class, what should I do?*

Please see the policy and procedures for cancelling classes.

*What should I do if I suspect a student has plagiarized?*

First, you should take a look at the plagiarism policy outlined in this handbook. You can always schedule a meeting with the WPA to seek counsel on issues of plagiarism, patchwriting, and/or academic integrity. Additionally, you may want to reference the WPA Council Statement on Defining and Avoiding Plagiarism (a statement on best practices), as well as the WAC Clearinghouse page on "Dealing with Plagiarism."

*What should I do if I need to report a student for sexual misconduct or report that a student has disclosed experiencing sexual assault or harassment?*

Please see the Title IX policy in this handbook.

*What should I do if I have concerns about a student's academic performance, ability, or attendance?*

Please see the section on Student Progress Reports. If the student is an athlete, please contact James "Jimmy" Henderson via email to report your concern: james.henderson@unco.edu

*I need training, support, and/or professional development. What are my options here at UNC?*

Our FYC program offers Brown Bag seminars at least once a semester, so watch for those announcements. Our Canvas course FYC@UNC is also an excellent space to visit for resources. The [Center for Teaching Excellence](#) offers numerous workshops and seminars each semester, as does the [Office of Equity and Inclusion](#). Safe Zone training is offered each semester by the UNC [Gender and Sexuality Resource Center](#). Finally, our Office of Research offers [internal grant information](#). For additional ideas or consultation, please make an appointment with the Writing Program Administrator, [tara.wood@unco.edu](mailto:tara.wood@unco.edu)

*How can I be supportive for students with disabilities in my classes?*

First and foremost, your syllabus should include the campus-wide statement from Disability Services (see the Syllabus Requirements). However, you should feel encouraged to communicate with your students about your own philosophy and pedagogical approach to ensuring accessible classroom practices, spaces, and content.

*What should I know about students who are on active duty with the military?*

If you have questions about student-veterans and/or active duty, please contact UNC's [Veterans Services](#) office.

*How can I schedule a library session for my students? And is this a required component of the curriculum?*

All sections of ENG 122 and ENG 123 require on session with the UNC library staff. Our librarian staff have developed curriculum fitting for our sequence and work to recursively assess and develop their offerings. To schedule your session, please visit: [https://unco.co1.qualtrics.com/jfe/form/SV_0e1FCMwFhi7pF2Z](https://unco.co1.qualtrics.com/jfe/form/SV_0e1FCMwFhi7pF2Z)

The above link is to a Qualtrics survey in which you will be asked your name, department, contact information, course information, and potential dates for your session.

*Where can I go for help with Canvas?*

If you go to the [main Canvas page](#), there is a "Technical Support Center" link in the upper right hand side of your screen. It will require you to log in, but you will find a variety of support within that system. Also, within Canvas itself, you can click on "Commons" and see a variety of resources, and right below that, click "Support" wherein you can access community forums and Canvas guides. Finally, please always feel encouraged to reach out to the Writing Program Administrator for ideas, assistance, and support.

*Where do I get office supplies?*

Our administrative staff in the English Department can usually help with this. Please see the information about [office supplies](#) in this handbook.

*Are there any scholarship opportunities associated with First-Year Composition at UNC?*

Yes! Ed Kearns served UNC as a faculty member in the Department of English from 1966 to 2000. Though Ed taught many different courses at all levels of the curriculum, he was particularly noted for his contributions to the FYC program. He regularly taught freshmen composition courses and trained many of our current composition instructors. He was also responsible for eradicating that scourge of the UNC graduating senior – the English Essay Examination. After a successful career, Ed retired in 2000 and passed away in 2004.

In his honor, Joonok Huh, Chair of the Department of English from 2000 until 2008, and Evelyn Kearns, Ed's widow, established the Ed Kearns Scholarship, which is administered by Sharron Riesberg, an instructor in English. The $500 scholarship is awarded each spring to the freshman student who produces the best essay in a section of ENG 122 (College Composition). English composition instructors submit their best student essays to the English Scholarship Committee, whose members select the winner.

**English 122/123 College Composition**
**CRN Course Number(s)/Term/Year 3 Credits Meeting Dates/Times/Location(s)**

**Instructor's Name**
**Contact Information** (phone, email, personal website)
**Office Location & Hours**
**Important Dates**
*[Instructor Note: important dates include add/drop, withdrawal date, holidays, etc.]*

## UNC Course Catalog Description

[English 122] Extensive practice in writing clear and effective academic prose with special attention to purpose, audience, organization, and style. Instruction in critical analysis and revision. (LAC, gtP)

The Colorado Commission on Higher Education has approved English 122 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to
http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

**Prerequisite**: If a student presents an ACT score of 30.0 or higher in English, or an SAT Critical Reading score of 630 or higher prior to March 2016, or an SAT Critical Reading score of 34 or higher after March 2016, he or she is exempt from ENG 122.

*[Instructor Note: the above section is required verbatim for all ENG 122 syllabi. The section directly below is the required content under the UNC Course Catalog Description for all ENG 123 syllabi.]*

[English 123] Instruction in diction, style, logical analysis, research techniques and organization of college level research papers. (LAC, gtP)

The Colorado Commission on Higher Education has approved English 123 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to
http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

**Prerequisite**: ENG 122, an ACT score of 30.0 or higher in English, or an SAT verbal score of 630 or higher prior to March 2016, or an SAT Reading score of 34 or higher after March 2016.

## Liberal Arts Core & Gt Pathways Student Learning Outcomes for Area 1

The Liberal Arts Core Area 1 requirement in Written Communication is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness. In order to fulfill Area 1 students are required to take 6 credit hours in written communication coursework, 3 credit hours in area 1a (ENG 122) and 3 credit hours in area 1b (e.g. ENG 123 or ENG 225). Each course in the Written Communication sequence assumes that writing is a recursive process. UNC's LAC outcomes are aligned with the State of Colorado's Gt Pathways student learning outcomes, competencies, and content criteria for written communication.

*Core Competency*: The Colorado Commission on Higher Education defines competency in written communication as a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. (All outcomes listed below are for GT-CO1 and GT-CO-2.)
*[Instructor Note: the above section is required verbatim.]*

## Students Learning Outcomes

Students Should Be Able To…
1. Employ Rhetorical Knowledge
   a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation
2. Develop Content
   a. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions
   a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistics choices, in particular forms and/or fields.
4. Use Sources and Evidence
   a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
   b. Follow an appropriate documentation system
5. Control Syntax and Mechanics
   a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.
*[Instructor Note: the above section is required verbatim.]*

## Course Content Criteria

The Colorado Commission on Higher Education requires that any course which receives approval as GT-CO1 must adhere to the list of course content criteria articulated below.

This course shall be designed to:

1.  Develop Rhetorical Knowledge
    a.  Focus on rhetorical situation, audience, and purpose.
    b.  Read, annotate, and analyze texts in at least one genre of academic discourse.
    c.  Use voice, tone, format, and structure appropriately.
    d.  Write and read texts written in at least one genre for an academic discourse community.
    e.  Learn reflective strategies.
2.  Develop Experience in Writing
    a.  Learn recursive strategies for generating ideas, revising, editing, and proofreading.
    b.  Learn to critique one's own work and the work of others.
3.  Develop Critical and Creative Thinking
    a.  Identify context.
    b.  Present a position.
    c.  Establish a conclusion indicated by the context that expresses a personal interpretation.
4.  Uses Sources and Evidence
    a.  Select appropriate evidence.
    b.  Consider the relevance of evidence.
5.  Develop Application of Composing Conventions
    a.  Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
    b.  Use appropriate vocabulary, format, and documentation.

*[Instructor Note: the above section is required verbatim on both ENG 122/123 syllabi. Moreover, all instructors are required to indicate within their syllabus which SLOs and which Content Criteria connect to particular assignments and/or various graded components of the course. All SLOs and all content criteria must be reflected somewhere/somehow in the course content.]*

## Text and Materials

Palmquist, Mike, and Barbara Wallraff. *Joining the Conversation: A Guide and Handbook for Writers*, third edition. Bedford, 2017.
*[Instructor Note: the above text is the required book for ENG 122. If you would like to propose an alternate text for ENG 122, you must get approval from the WPA. See the Alternate Textbook Proposal Form.]*

Lunsford, Andrea. *Everything's an Argument*, 8th edition. Bedford, 2018.

*[Instructor Note: the above text is the required book for ENG 122. If you would like to propose an alternate text for ENG 122, you must get approval from the WPA. See the Alternate Textbook Proposal Form.]*

Students should expect copying and printing costs for this class. Students will be expected to use computer programs such as Microsoft Word, PowerPoint, etc., to complete class assignments.

## Course Policies and Procedures

### Attendance Policy

*[Instructor Note: From the Board Policy Manual (2-3-402): "Regular attendance in all classes will be assumed and encouraged. The instructor will determine the relationship between class attendance and the objective of the class and the way in which he or she will evaluate attendance as a factor in the achievement of the student. The instructor has the responsibility to inform students of policies as these policies relate to the students' grades. The student also has the responsibility of knowing the policies in each course."*

*Instructors in the writing program may design their attendance policies as they see fit.]*

### Late Work Policy

*[Instructor Note: Instructors in the writing program may design their attendance policies as they see fit.]*

### Grading Policies

Completion of all assignments does not guarantee earning a passing course grade. Students should save all papers and graded assignments, and students cannot pass this class if they do not at least attempt all major essay assignments.

Weighted and averaged points for the course will be computed according to the following plus or minus grade scale:

| | | | | |
|---|---|---|---|---|
| 93–100 =A | 87–89 = B+ | 77–79 = C+ | 67–69 = D | 0–66 = F. |
| 90–92 = A– | 83–86 = B | 73–76 = C | | |
| | 80–82 = B– | 70-72 = C- | | |

Number grades that fall between two whole numbers will be rounded up if they are 0.5 or higher. (Example: 86.5= 87; 86.3 = 86)

The minimum required grade for passing ENG 122 and ENG 123 is a D.

*[Instructor Note: The above grading policies must be copied verbatim. However, instructors must also articulate additional grading information/schemas that are particular to their own class. The additional grading policies (copied below verbatim from the Writing Program Handbook) must be followed as well:*
- *All instructors must provide their grading scale/weighted items/breakdown in their syllabi and are strongly encouraged to use Canvas for posting grades.*
- *All instructors should aim for transparency and timeliness when recording and presenting student scores. Students should be able to understand (at any given time)*

-

## Technology Policy

## Revision Policy

## Major Assignments

## Student Support & Campus Resources

## Disability Accommodations
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: 970-351-2289, Michener Library L-80. Students can learn more about the accommodation process at **https://www.unco.edu/disability-support-services/**

## Writing Center
The Writing Center is located in Ross 1230, and serves all enrolled students, faculty, and staff at the University of Northern Colorado. Clients receive help with a variety of areas, such as discussion of purpose, audience, and the writer's role in the work; development of ideas, main points, and structure; utilization of primary and secondary sources; utilization of documentation systems; and instruction in grammar. Writing center tutors do not edit but instead teach clients how to proofread their own work. Tutors work with all types of writing and with writers from all levels and abilities. The Writing Center provides the following services:
- Free and confidential tutoring assistance for all writing projects
- Useful handouts covering almost every writing concern from punctuation to documentation.
- Assistance for ELL students
- Workshops on common writing issues

Writing Center Hours: 9 AM to 5 PM, Monday through Friday. Appointments required.

*[Instructor Note: the above section is required verbatim.]*

## Supplemental Academic Instruction

English 132, or Composition Enrichment, is a late-start course (week 3) that is designed to supplement the work students will do in English 122. ENG 132 is offered on campus, meets once per week, and carries one credit. The course content ranges from assistance with grammar, punctuation, and documentation style to peer and/or instructor review of ENG 122 papers. ENG 132 is meant to be helpful, fun, and educational for those who just need an extra boost when it comes to their writing. Students looking for supplemental instruction for their ENG 122 course should enroll for ENG 132 through URSA.

*[Instructor Note: the above section is required verbatim.]*

## UNC Library

Michener Library is a valuable resource for your work in this English course. There are millions of books and hundreds of databases available to help you research any topic imaginable! You will attend a library workshop in both ENG 122 and ENG 123. Each workshop supports specific learning outcomes of the course. The library workshops provide foundational skills you need for success in your course assignments as well as for success in your LAC and major-specific courses where research and writing are required. The workshops cover important concepts like choosing a research topic, narrowing a topic, developing effective keywords, and searching for books and articles. The ENG 123 library workshop builds on the knowledge and skills you gained during the ENG 122 workshop by providing more in-depth discussion of the research process.

In addition to online and print resources, there are librarians available to help you with your research! You can get one-on-one help from a librarian in two ways:

- Schedule an appointment online: http://unco.libcal.com/appointment/25783
- Stop by Michener Library (first floor) and look for the offices with a sign that reads ENG 122/ENG 123 Librarian.

*[Instructor Note: the above section is required verbatim.]*

## Basic Needs Statement
*[Instructor Note: Inclusion of a basic needs statement is optional. See here for some ideas. Instructors might also consider adding a link to the Bear Pantry.]*

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking.  If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone.  UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, receiving academic and housing accommodations, obtaining with legal protective orders, and more.

Please be aware that all UNC faculty members are "responsible employees," which means that if you disclose to a faculty member about a situation past, present, or future involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. "Disclosure" may include communicate in person, in class, via email/phone/text message, through in/out of class assignments, or through any other form of communication.  Larry or a trained staff member in the Office of Institutional Equity and Compliance will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community, who can connect you with support services and help explore your options now, or in the future:

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or http://www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or http://www.unco.edu/counseling
- UNC Psychological Services:  970-351-1645 or http://www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899).

Please also be aware that university faculty may also be required to disclose any incidents of other kinds of abuse they know about, past, present, or future, to the University.

*[Instructor Note: the above section is required verbatim.]*

*[Instructor Note: Inclusion of information on UNC's Seven Strong is optional. See* here *for more information.*

### Ed Kearns Scholarship

Ed Kearns served UNC as a faculty member in the Department of English from 1966 to 2000. Though Ed taught many different courses at all levels of the curriculum, he was particularly noted for his contributions to the FYC program. He regularly taught freshmen composition courses and trained many of our current composition instructors. He was also responsible for eradicating that scourge of the UNC graduating senior – the English Essay Examination. After a successful career, Ed retired in 2000 and passed away in 2004.

In his honor, Joonok Huh, Chair of the Department of English from 2000 until 2008, and Evelyn Kearns, Ed's widow, established the Ed Kearns Scholarship, which is administered by Sharron Riesberg, an instructor in English. The $500 scholarship is awarded each spring to the freshman student who produces the best essay in a section of ENG 122 (College Composition). English composition instructors submit their best student essays to the English Scholarship Committee, whose members select the winner.

*[Instructor Note: Inclusion of information on this scholarship is required.]*

### Classroom & Campus Expectations

### Class Citizenship Statement

*[Instructor Note: Inclusion of a class citizenship, community respect, or classroom behavior statement is optional.]*

### Student Code of Conduct and Academic Integrity

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: honesty, trust, respect, fairness, and responsibility. These core elements foster an atmosphere, inside and outside the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf

Some but not all UNC instructors regard double or repeat submissions of one's own work as a form of plagiarism. If you intend to use in this course written material that you produced for another course, you must consult with your instructor before doing so for each individual assignment. Otherwise, you may be guilty of cheating.

*[Instructor Note: the above section is required verbatim.]*

## Course Plan / Weekly Schedule

*[Instructor Note: A detailed weekly schedule is required by the Board Policy Manual. This should give students a sense of the trajectory of the course, including all major due dates.]*