

BAYLOR UNIVERSITY
FIRST-YEAR WRITING

TOR HANDBOOK
2017-2018

WELCOME FROM THE ENGLISH DEPARTMENT

Frequently an English instructor's most vivid memories of teaching come from the exciting first years in the classroom, especially when they involve teaching in a university writing program. The English Department of Baylor University wants your work as a teacher of record in our department to be a positive and memorable experience in your teaching career. In keeping with Baylor's mission, we want to assist you in creating a classroom experience that will strengthen your students' academic skills and encourage them to become lifelong learners with high standards of personal and academic excellence. We will offer our best advice and support; in return, we ask that you strive to do your best and treat your students and colleagues with honesty and respect. All teachers, including experienced ones, will face teaching challenges, but thoughtful supportive programs, instructional material, and guidance can help us find effective responses. This handbook can guide you in following both university and departmental policies as you work to become the excellent instructor you want to be. Please familiarize yourself with its contents and consult them often.

A NOTE FROM THE DIRECTOR OF FIRST-YEAR WRITING

My primary goal is to provide you with the resources and encouragement to make your teaching experience at Baylor memorable and pleasant. We do have many policies you should follow and many expectations for your work; however, these are designed not as restrictive or punitive, but as instructive and protective measures. The writing classroom can be both a delightful and frustrating experience (sometimes simultaneously), but the rewards are significant. We can aid students in becoming more analytical thinkers and more effective writers; we can show them that writing is an essential skill for successful citizenship, not just a chore to "put them through their paces" as freshmen; and we can make a major contribution toward their academic success and enjoyment of the academic world. We are fortunate to be on a campus that values writing skills and our work in the classroom. I look forward to working with you and hope you will enjoy your time in the English Department. I am always available to discuss questions and concerns and "just to listen," sometimes the most important part of my role.

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A WORD ABOUT NOMENCLATURE

Beginning in fall 2017 you will notice a few changes related to the name of the program and your titles as graduate student instructors.

First-Year Writing (FYW)

The Department of English recently approved a proposal to change the name of the program from “Freshman Composition” to “First-Year Writing” to update how we think and talk about the writing courses we teach. This change might seem superficial, but “Freshman Composition” is an outdated term in the field of Rhetoric and Composition. We prefer FYW because it moves away from the pejorative associations that sometimes come with “Freshman Comp”; more closely aligns with our course titles; is more gender inclusive; and underscores that in English 1302 and 1304 we are introducing first-year writing students to the habits, practices, conventions, and values of academic discourses.

Teacher of Record (TOR)

The change from “Teaching Assistant (TA)” to “Teacher of Record (TOR)” more accurately reflects the role that you have as an instructor responsible for teaching your own courses. The “assistant” designation has not accurately represented your authority in the classroom.

GENERAL OFFICE INFORMATION

All Teachers of Record in the English Department share offices on the fourth floor of Carroll Science (406 and 413). The administrative office is located on the first floor of Carroll Science in room 106.

Mailing Address and Mailboxes

Your mailing address is Department of English, One Bear Place #97404, Baylor University, Waco, TX 76798-7404. You will find a mailbox with your name on it in the workroom on the ground floor (G-02). Please check your mailbox daily and clean it out regularly. You will be sharing a mailbox, so be careful to take only your mail from the box.

Phone and Fax

Though students primarily rely on email for communication, each TOR office is equipped with telephones in case your students would prefer to reach you by phone. Include your office extension number on your course syllabi:

Office 406: (254) 710-6893 & (254) 710-6894

Office 413: (254) 710-6981

****Important note for returning TORs in 413:** Check your syllabi to make sure that the phone number you give students is (254) 710-6981. The phone numbers listed in the last revision of the handbook were incorrect.

The departmental telephone number is (254) 710-1768. The fax number is (254) 710-3894. Fax service is for professional use only. These numbers are for your use only; please do not include them on your syllabi.

Assignment of Offices and Desks

The Director of First-Year Writing makes office assignments and will accommodate special requests whenever possible. The TORs in each office will decide which desks and telephones they

will use and work out schedules for sharing desks and office computers. When making these decisions, seniority should be a factor.

Keys

You will receive two keys during the TOR workshop before the beginning of fall classes: (1) a key to your designated office, and (2) a key to the faculty workroom on the ground floor of Carroll Science (CS G-02). The key to the workroom also unlocks the media room on the ground floor (CS G-03) and opens the ground floor doors to Carroll Science. Please make sure to lock doors after hours.

You are responsible for turning in your keys to the main office once your teaching assignment at Baylor has ended.

Office and Building Security

After 5:00 p.m. during the week and all day on Saturday and Sunday, the Carroll Science Building is locked. The south door (first floor) has a new locking system that automatically locks at 5:00; by fall 2017 the new system should be set up so that you can swipe your ID card to enter through this door after hours. Make sure that the north doors (ground level) close securely behind you if you leave after 5:00. If you experience any problems (e.g., you cannot secure the door or if you see any suspicious activity in the building), contact the Baylor Police Department at (254) 710-2222.

If a student leaves your office after the building has been locked, you are responsible for making sure the student leaves the building and the doors are locked securely. To help avoid problems, please end your office hours by 4:30 so that students do not need to be in your office after 5:00.

Do not open the doors for students who want to enter the building after 5:00 unless they are your students whom you are meeting and for whom you take responsibility while in the building. Please help to keep the building safe and secure for everyone.

Phone Etiquette

The TOR offices are crowded, so please be respectful of others who may be distracted by lengthy or loud phone conversations. Departmental telephones, especially in the TOR offices, should not be used for long personal conversations. When answering the phone, state the office number and greet the caller using polite language. Take care to record any messages to be given to colleagues and deliver these messages promptly via email.

Also, please avoid lengthy phone conversations in the halls; they can be an unnecessary distraction for other faculty and students. If you need to make a personal call during your office hours, use your discretion; at times, the best course of action might be to take the call outside.

DEPARTMENTAL INFORMATION

This section outlines the various resources the English Department provides to TORs and explains general expectations about the spaces shared with other departmental faculty.

Classroom Technology

Every classroom in Carroll Science has been updated with a computer, projector, document camera, and Kensington Remote (remote/laser for PowerPoint presentations). You can find detailed information about the technology available in each classroom [here](#). If you need immediate help to

troubleshoot technical issues with the equipment in your classroom, call (254) 307-1614 or email CTS@baylor.edu.

If you would like to reserve the English Department's equipment (including DVDs) or the media room G-03 for a special class meeting, contact the English Office staff.

Printing, Copying, and Scanning

There are a few different ways for you to print and copy/scan documents for your use in class. These machines and paper supplies are for work-related and academic use only.

Printing

A printer is located at the end of each hall in Carroll Science. The hall printers are the least cost-effective method for printing in our department, so we try to limit their use to making one original document that can be copied elsewhere. Make sure that you choose the correct printer when you print your documents:

413:	BU-PRINTERS64-ENGLISH-Dickinson
406:	BU-PRINTERS64-ENGLISH-Chaucer
Workroom:	English-Pilgrim

Do NOT under any circumstances use the computer printers in the halls outside your offices or in the Writing Center to make full sets of copies for your classes.

Copying

Use the copy machine in the faculty workroom for smaller duplicating jobs (e.g., 36 copies of a one-sided document) and send larger projects to the Copy Center in Morrison Hall (Suite 150). The Copy Center offers reduced per-page copying costs, which helps to keep the departmental copying budget within its limits. Visit the [Copy Center](#) website to learn about the full range of their capabilities.

You may physically take your copy request to the Copy Center, or you may submit your request electronically in one of two ways:

1. Email your request to Copy_Center@baylor.edu and attach the document/s to be copied. Indicate any special requests (e.g., colored paper, shrink wrapped quizzes, etc.) See Fig. 1 for an example of an email request.
2. Create an account and use the [online job submission system](#).

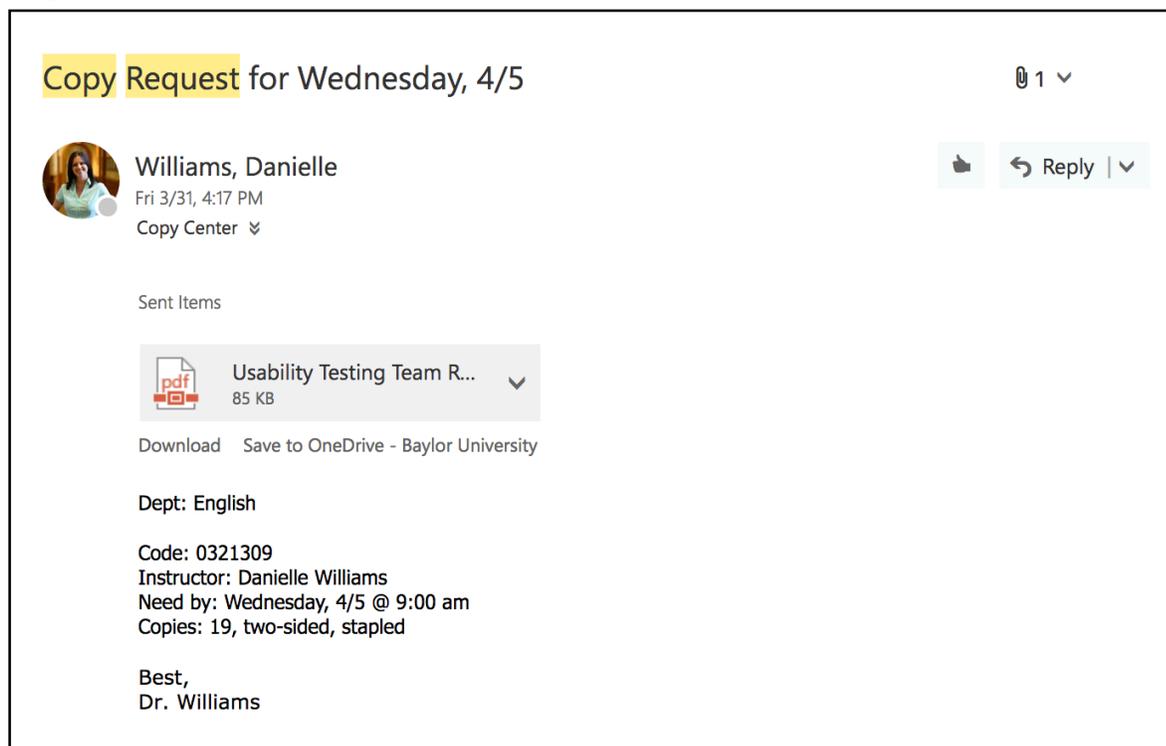
You may also leave materials to be copied in the box marked for Xeroxing in the English Department office (located behind the mailboxes); attach a completed copy request form to the material to be duplicated and allow at least a twenty-four hour return time. Please DO NOT USE the copier in the English Department office (CS 106) for making your own copies.

Scanning

You can create PDFs using the scanning function of the copier in the faculty workroom. You may create a preset account that stores your email address, or you may enter email address manually each time.

Note: For high-quality scans, use the KIC scanners in the Central Libraries.

Figure 1. Example of a Copy Center Request Email



*The Department Code for copy requests is 0321309.

Electronic Classroom

Though first priority is given to Professional Writing & Rhetoric courses, the electronic classroom may be available for first-year writing courses. This fully computerized classroom, which is located on the ground floor of the Carroll Science Building (G-09), contains twenty-six student computers and a large flat screen connected to the instructor's terminal. TORs interested in being considered for this English 1302/1304 assignment should consult with the Director.

Faculty Workroom

Because this space is both a mailroom and a workroom, do not—ever under any circumstances—leave the room unlocked. Maintaining security of the electronic equipment in the workroom is extremely important. Also, do not use the workroom as a snack or lunch room.

Faculty Lounge and Microwave Use

The faculty lounge on the fourth floor is primarily for use by full-time faculty—especially in the morning (~9-10 am) and at lunchtime (~11:00-1:30). Graduate student TORs are welcome to use the faculty lounge microwave and to make coffee in the Keurig coffee maker. If you make coffee, at some point you will need to contribute to the general supplies. Occasionally (usually after departmental events or around the holidays) food or beverages will be placed on the main table for everyone to share.

Try not to make a habit of eating or studying in the faculty lounge when full-time faculty are present out of respect for their personal time. Since this is a faculty lounge, do not schedule meetings with your students in this space.

**Fire codes restrictions do not allow individual coffee pots in the TOR or any faculty offices. You may use the extra outlets in the faculty lounge if you want to have your own coffee or tea pot.

Office Supplies

The English Office staff members will give you a gradebook if you would like to maintain a paper copy of your students' grades. The staff will also supply departmental letterhead stationery, departmental envelopes, chalk, dry erase markers, and other office supplies for teaching and grading.

Use your faculty workroom key to access the locked interior room in the workroom containing paper for the printers and copy machine. Take care not to use the hole-punched paper (meant for faculty tenure notebooks) or the paper designated for the Writing Center for regular print jobs.

You are responsible for using these materials only for departmental work.

PROFESSIONAL RESPONSIBILITIES AND EVALUATION

As a graduate student Teacher of Record, you occupy a unique position in the university. This section will outline the expectations the English Department has for you as an instructor of our first-year writing courses as well as a description of how we seek to help you develop as a teacher using various forms of assessment.

Class Attendance and Absences

As the primary instructor of your sections, you are expected to meet all scheduled classes. Sometimes missing class is unavoidable for professional or personal reasons, but it is not appropriate to cancel class; the expectation is that you will find a substitute if you are unable to meet with your students. You should email the Director information pertinent to any absence from class: date and class time of absence, reason for absence, substitute's name, and assignment given.

Emergency: In an emergency, call the English Office and ask that your class be dismissed for the day or that a substitute teacher be assigned; you should also inform the Director immediately by email.

Illness: If you find it necessary to be absent for more than a day because of illness, keep the Director and the English Office informed concerning the anticipated duration of your absence and ask a colleague to substitute for you.

Conference Attendance: Any planned absence for an academic conference must be approved by the Director prior to the absence. Complete information including lesson plans and instructor substitutes must also be approved by the Director prior to the absence. You are only allowed to find a substitute for one class day for conference travel.

Anticipated Absence: When you can anticipate an absence ahead of time, arrange for a colleague to carry on class work for you and notify the Director of the substitution.

Parental Leave: The Graduate School offers a [Childbirth/Adoption Accommodation](#) for female or male parents. If you plan to take parental leave, contact the Director as soon as you are able. The department will need time to arrange a substitute for your classes. You will be expected to work closely with your substitute prior to your leave so that the

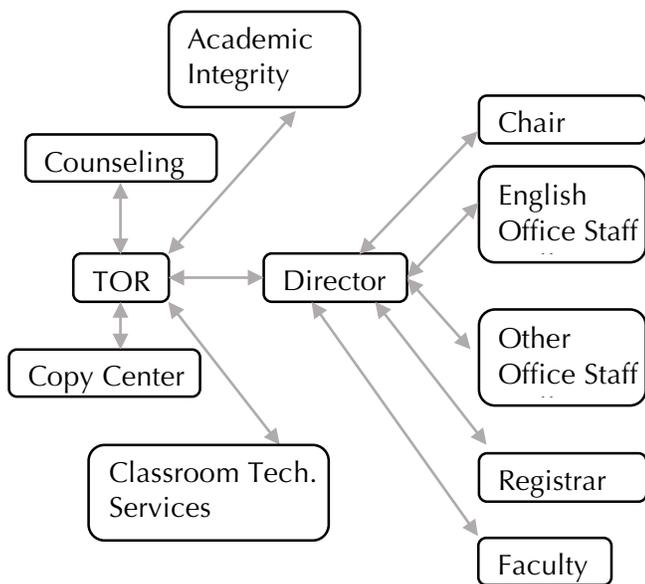
transition between instructors can be as smooth as possible for students. The Director will guide you through the appropriate process for preparing your students for the change.

Inclement Weather: Baylor almost never closes because of bad weather; a telephone call to the Baylor DPS (254) 710-2222 will inform you of the status of classes during severe weather. If inclement weather makes travel to campus a safety risk for you, notify the Director and make alternative arrangements for that class meeting.

Chain of Communication

As the direct supervisor of TORs, the Director often serves as a mediator between TORs and other figures on campus. Fig. 2 is not exhaustive, but it depicts the generally expected chain of communication. Please note that this chain is only meant to manage communications related to your teaching duties. As a graduate student, you communicate within a different context.

Figure 2. Recommended Chain of Communication



Sometimes individuals will share information or observations with the Director that they want communicated to the TORs. On the other hand, sometimes you have questions, concerns, or requests that will improve your ability to complete your duties as a TOR. In those cases, you should contact the Director (instead of directly handling the issue yourself) so that the Director can (1) advocate on your behalf, and (2) identify and address larger patterns and problems.

Fig. 2 also depicts common situations in which you should directly contact an office on campus. For instance, you should directly contact the Counseling Center on behalf of a student in crisis, or Classroom Technology Services for issues related to your classroom technology, etc.

Courtesy

You should leave all classrooms as you find them at the beginning of your class. If you move desks for group work or discussion, be sure to allow time at the end of class for students to return them to their original positions. Be sure to erase the chalkboard completely and pick up any remaining handouts. If you notice trash on the floor, please pick it up; if you notice any damage to the room or any issues of concern, notify the Director immediately.

Many of our first-year writing classes meet in classrooms in Sid Richardson, Draper, Morrison, Cashion, and Marrs McLean Science. We are fortunate to have these rooms made available by the Math Department, Success Center, School of Education, Honors College, and BIC, and we need to show our appreciation and respect to the faculty and staff in these buildings. Leave these rooms exactly as you find them, and contact the Director if you have questions or concerns about their use.

While you should avoid bringing your concerns to the office staff in any of these buildings, be sure to report your concerns to the Director. Individual issues with classrooms can often lead to wider trends or patterns, which the Director will be able to address more systematically.

Classroom Preparation and Class Presentations

In addition to being present for all class meetings, TORs must be well prepared for every meeting. Being well prepared simply means establishing specific goals for each class period and designing one or more ways to achieve them.

All TORs are expected to follow the policies and to meet the critical thinking and writing objectives outlined in the Reference Guide for First-Year Writing ([Appendix A](#); also posted on Canvas). First-year TORs have a specific syllabus to follow; senior TORs may rearrange assignments or make other changes as long as each assignment meets the requirements and specific objectives of the course.

TORs must use the departmentally required texts for the course. Use of any readings or other instructional materials not in the required texts must be approved by the Director prior to their use in the classroom. Do not assume that a reading that has been in circulation among advanced TORs has received approval. When in doubt, please ask. This policy is to protect you from unintentional consequences of working with a student body with diverse needs and sensitivities and is not meant to limit your freedom or creativity.

All classroom activities should be appropriate for a university environment and classroom. While we want to give students opportunities to think critically about arguments made in relation to current events and enduring issues, topics should not be introduced merely because they are inflammatory. The classroom should be a place where students feel empowered to engage with each other and with challenging ideas; in these particularly polarizing times, it is important to avoid using the classroom as a vehicle to transmit your beliefs or to antagonize (even in a joking manner) views that might differ from your own.

During class time, TORs should encourage students to contribute their knowledge, opinions, and questions to class discussion; however, you must keep the discussion focused on class goals for the day and not allow digressions to keep you from covering course materials. Also, remember that substituting student participation for teacher preparedness commonly results in an insubstantial and undirected class.

The English Department has a no food in the classroom policy. Please follow it by not taking food to class and by informing students not to bring food or drink to class. We can allow occasional exceptions but these should be cleared with the Director first.

Finally, all classes should be held in a classroom or another designated instructional space (e.g., a room in the library). Classes should not be held outdoors.

Personal Presentation

Appropriate dress for the instructor is “[business casual](#).” Put simply, anyone viewing the classroom should be able to identify the instructor immediately as the person conducting the class. The dress code policy in the Baylor University handbook for employees ([BU-PP 023](#)) explains that “business casual” generally refers to:

For men: khakis or dress slacks, dress shirts or knit shirts with collars or sweaters and professional footwear. Jackets and ties should be worn when appropriate.

For women: khakis, dress slacks or skirts, blouses or knit shirts and professional footwear.

Baylor’s policy further explains that “neat and appropriate jeans” may be worn on Fridays, and they encourage us to wear “business casual attire that highlights Baylor.”

Graduate School’s Requirements

Beginning in January of 2009, the English Department/s weekly seminar for new TORs satisfied the Graduate School’s requirements for first-year and returning Teachers of Record (TORs). However, English Department TORs are always encouraged to attend the Seminars of Excellence in Teaching (SET) seminars offered by the Academy for Teaching and Learning (ATL). An updated schedule of topics and times appears on the ATL website each semester. TORs having difficulty in an area may be required by the Director to attend a SET seminar on a specific topic.

Mentors

The Director of First-Year Writing will appoint experienced Teachers of Record and/or faculty to mentor first-year Baylor TORs. The Assistant to the Director will also be available for mentoring and advising TORs. Once mentors are appointed, new TORs should contact and maintain a close working relationship with them. It is the responsibility of the first-year TOR to initiate contact and schedule meetings with her/his mentor. Scheduling a regular meeting time can be very helpful. Meetings should be centered on any questions that the TOR may have about classroom methods and assignments, issues with individual students, grading practices, and other classroom matters. The mentor is an effective resource for ideas and exercises for particular assignments, and he or she may offer valuable handouts and other materials.

Early in the semester, the TOR should give at least one set of papers to the mentor for review. The mentor will comment on the TOR’s grading patterns and suggest means of improving the grading or types of comments made on the papers. In turn, this guidance will give the TOR a general idea of where he or she stands in grade distribution, and it may help make the grading process feel less arbitrary.

Finally, the TOR’s mentor should observe at least one of the TOR’s classes. An arrangement should be made early in the semester so that the TOR can incorporate any suggestions into his or her teaching patterns as the semester progresses. Having the mentor observe a class allows the TOR to get feedback on teaching style and the mentor to point out ways of improving and strengthening teaching methods, use of class time, etc. The observation, however, is not only a means of improving pedagogy; the TOR’s mentor will submit a written evaluation to the Director of First-

Year Writing which may later become part of a broader recommendation or a Teaching Portfolio. A second observation is beneficial as follow-up, but not required.

Since the Director of First-Year Writing takes mentors' written evaluations seriously and considers them in yearly performance evaluations for the Chair of the Department, TORs should take the mentor/mentee relationship seriously.

Documents concerning the responsibilities of new Teachers of Record and their mentors are available on the First-Year Writing Canvas site.

Performance Expectations and Evaluations

Teachers of Record are expected to follow all of the policies presented in this handbook or by the Director of First-Year Writing. The Director will review every Teacher of Record's reflective summaries each semester and will inform the instructor of any concerns about performance or professionalism. Beginning in fall 2017, more detailed performance evaluations will take place during the spring semesters of years 1 and 3. Repeated substandard performance may result in a probationary period or removal from teaching.

Reflective Summaries on Teaching Evaluations

Teachers of Record will encourage first-year writing students to complete the end-of-semester university teacher evaluation forms. Since student evaluations are just one measure of teaching effectiveness, in fall 2017 we will implement a new procedure designed to give TORs an opportunity to reflect on their course evaluations as well as their own impressions of their teaching effectiveness. Within one month of receiving their evaluation results, TORs will submit to the Director a one-page letter of reflection along with PDFs of the student evaluations. Each semester, the Director will review summaries from all instructors.

During the spring semester, the Director will meet with Year 1 and Year 3 TORs to discuss their reflective summaries from the previous semester's evaluations. Evaluations will be used not as punitive documents but as ways to improve teaching and set new goals for classroom teaching.

Class Observations

During the fall semester of Years 1 and 3, the Director of First-Year Writing, Assistant to the Director of First-Year Writing, and senior TOR mentors will also make classroom observations and contribute to an overall evaluation of TOR instruction in the following areas: course syllabus; lesson plans; attitude toward teaching and professional behavior; the in-class visit (class preparation, communication skills, overall rating); grading patterns, accuracy, and thoroughness; and conferences and office hours.

The Director of First-Year Writing asks mentors and/or classroom observers to submit a written report of TORs' performance with regard to the criteria. TORs should respond to any questions mentors may have concerning their classroom activities, methodologies, and successes so that observers can write detailed, comprehensive reports.

Detailed Performance Evaluations (Years 1 & 3)

During the semesters following these evaluations, the Director of First-Year Writing reviews the results of the reports with the TOR and assists the TOR in setting goals for improvement.

Consequences for Repeated Issues

A TOR who fails to follow university and departmental policies, to follow the Director's requests, or to perform satisfactorily in the classroom may be removed from classroom teaching and/or put on a probationary status. If probationary status is warranted, the Director of First-Year Writing, the Graduate Program Director, and the Chair of the English Department will devise a plan for evaluating and improving the probationer's questionable performance. Failure to cooperate with these persons and/or inadequate improvement as measured against a tailored plan warrant non-renewal of contract.

TeaCHE

The Graduate School offers Teachers of Record an opportunity to earn a special certification through the Teaching Capstone in Higher Education (TeaCHE) program for completing extra tasks related to the theory and practice of teaching. Please see the [TeaCHE website](#) for more information about this professional development opportunity.

Professional Development

TORs will sometimes be asked to serve on English Department committees such as the Undergraduate Studies Committee or the Beall Poetry Festival Committee. Each semester one TOR will serve on the First-Year Writing Committee, and the Department Chair may make additional assignments when appropriate.

While TORs do not attend English department faculty meetings, the Department Chair occasionally asks one or two TORs to attend faculty meetings as representatives of the graduate students. If you have an announcement or request appropriate for a faculty meeting, check with the Director, Graduate Program Director, and Chair to request a place on the agenda.

TORs need to begin developing in their first year of appointment the work habits crucial to success in the teaching field, often with a goal of eventually earning tenure in a college or university English department. They expect to be evaluated annually on the quality of their classroom teaching, their research and publications, their service to the school and community, and their professional development as evidenced by their reading of papers at scholarly meetings, their participation in seminars and academic conferences, and their becoming familiar with new books and articles in their areas of academic interest.

Librarians in Moody Library maintain [subscriptions to journals](#) useful for developing expertise in the teaching of writing. These periodicals include *College English* and *College Composition and Communication*. Articles and bibliographies from these publications provide resources for ideas for planning and teaching first-year writing courses. Moreover, the Director of First-Year Writing can recommend books and articles on specific topics within the field of Rhetoric and Composition.

TORs are also encouraged to subscribe to the [Writing Program Administrators Listserv \(WPA-L\)](#) to get new ideas about best practices in teaching writing, receive updates about job postings, and to learn more about the profession. TORs may also want to consider becoming an active member of

the Modern Language Association of America and The National Council of Teachers of English. Graduate students join at a substantially reduced rate.

From the beginning of their teaching careers, TORs should collect items for a teaching portfolio for future interview and employment purposes.

A teaching portfolio is a personalized, bound collection of materials documenting teaching effectiveness. Generally, it includes a 1-2 pp. statement of teaching philosophy focused on the specifics of a TOR's teaching experience, his or her teaching goals or objectives, strategies for reaching the described goals or objectives, and an account of improvement the TOR has made toward reaching these aims. Six-to-twelve pages of the portfolio consist of appendices supporting the reflective narrative. These appendices usually include representative student and supervisor evaluations of teaching, sample lesson plans and writing assignments, and sample graded essays and tests.

Recognition for Teaching Excellence

TORs who have completed at least a semester teaching in the Baylor First-Year Writing program are eligible for the English Department's Christine Fall Teaching Assistant Award. The criteria for the annual award, which is voted upon by the graduate faculty of the English Department in consultation with the Director, are "excellence in teaching and promise as a scholar." A plaque on the first floor of the Carroll Science Building records the winner's name.

Each semester the Baylor University Graduate School nominates graduate student Teachers of Record in all departments for special recognition. This nomination is based on student evaluation question number fourteen, which asks student to respond to the statement "I have learned a great deal in this class." The Graduate School notifies the top three English TORs scoring highest in this category and asks them to complete an application packet. A special committee appointed by the Graduate School then reviews the nominations and chooses the award winners.

Teaching of 2000- or 3000-Level Courses

When a TOR nears the end of doctoral coursework, he or she may request to teach a 2000- or 3000-level course. These assignments are made by the Department Chair in consultation with the Director of First-Year Writing and the Director of Undergraduate Studies. These assignments are based on departmental need and cannot be guaranteed; however, the Department will provide this opportunity as often as possible.

Teachers of Record who are given the opportunity to teach a 2000-level literature course (e.g., British or American literature) or an advanced writing course (e.g., Technical Writing, Argumentative and Persuasive Writing, etc.) must follow carefully the guidelines for this instruction. All textbook requests, course syllabi, class assignments, and exam methods must be approved by the Director of Composition and the Director of Undergraduate Studies **before** they are printed or shared with students. Also, when assigned a faculty mentor, the TOR should seek advice and work cooperatively with the mentor. These requirements are not intended to be restrictive or punitive, but to help prepare instructors for future teaching careers where they will be expected to develop courses that fit the expectations and practices of a department and university.

Scheduling of TOR Classes

TOR classes are scheduled by the English Office staff and the Director in consultation with the Department Chair. The Director will ask TORs for any information affecting schedules due to

coursework or family needs but cannot guarantee everyone his or her requested schedule. Generally, a time conflict with another class is the only grounds for changing the schedule once it is assigned.

Occasionally, some class assignments are changed in order to accommodate departmental scheduling needs; TORs will be notified of any changes that deviate from the original schedule.

You should check your room assignments when the sections are assigned to double-check that the space will accommodate the number of students enrolled in the course. Please contact the Director directly if there are any issues with the room you have been assigned.

Assistant to the Director of First-Year Writing

If you have passed prelims, you may apply to serve as the Assistant to the Director of First-Year Writing. Required duties include assisting with summer orientation, planning workshops and directing readings for TOR meetings, observing first-year TORs, managing TOR resources on Canvas, and communicating with all instructors of first-year writing. This assistantship reduces your teaching load to a 1-1.

Weekly TOR Meeting

First-year English TORs are required to attend a weekly seminar conducted by the Director of First-Year Writing and the Assistant to the Director. In addition to being a staff meeting designed for practical problem solving and announcements, the weekly seminar also functions as teacher-development training, mainly by introducing TORs to established and emerging discussions in Rhetoric and Composition and to supplementary exercises and approaches to writing. On some occasions, we will have guest speakers from our department, across the university, and from other institutions.

Do not schedule student appointments immediately prior to the meeting. Meeting with a student is not an excuse for being late to or missing the weekly TOR meeting. Unexcused absences from the TOR meeting become grounds for non-renewal of a TOR's appointment.

"Conversations in Composition"

Twice a semester all instructors of First-Year Writing (TORs, full-time faculty, and part-time & temporary full-time faculty) are invited to join an informal discussion on a topic related to the teaching of writing. The goal of these conversations is to provide ongoing pedagogical training and to give instructors more instructional tools in the form of assignments, lesson plans, and theoretical readings. Past topics have included "fake news" and community-based writing pedagogies.

POLICIES FOR WORKING WITH STUDENTS

As the Teacher of Record for your sections, you are responsible for ensuring that your students are meeting the requirements and expectations set by the university and the English department.

Attendance Policy for Students

You are required to keep accurate daily records of each student's attendance. Since Baylor has changed from a university-wide attendance policy to policies to be set by schools, colleges, or instructors, the College of Arts and Sciences has adopted the following [attendance policy](#):

"To earn course credit in the College of Arts and Sciences, a student must attend at least 75% of all scheduled class meetings. Any student who does not meet this minimal standard will

automatically receive a grade of “F” in the course. Any University-related activity necessitating an absence from class shall count as an absence when determining whether a student has attended the required 75% of class meetings.

In addition to the College of Arts and Sciences Attendance Policy, faculty and students will be guided by the University Attendance Policy in the Undergraduate Catalogue. Furthermore, departments and individual faculty members may establish more stringent requirements regarding attendance, punctuality, and participation. All attendance requirements and penalties for excessive absences will be set forth in the syllabus for each course.”

Notify your students in your syllabus at the beginning of the semester of any additions or clarifications you wish to make concerning this policy. Consider your attendance policy carefully. If you make additions to the College’s policy, they should be reasonable, approved by the Director before enacted, and fairly enforced.

No policy can substitute for good judgment and fair treatment: on the one hand, students who miss large parts of the course should not pass; on the other hand, inflexible stances toward unavoidable absences may be difficult to justify, especially if they affect a student’s final course grade.

Canvas Learning Management System (LMS)

Baylor uses Canvas, a Learning Management System (LMS) that supports your pedagogical goals by giving you an easy way to create assignments, distribute course readings, make announcements, email students, provide feedback on student work, facilitate online discussions, and maintain grade and attendance records. You will receive training for using Canvas during the TOR orientation, and you can get additional support from the [Baylor libraries](#).

When you build your Canvas site for your courses, take care to think about how students will use the site and try to adapt your practices to their needs. If you are not sure how they are using the site or if it might take too many clicks to get to a desired document or assignment, don’t be afraid to ask your students. Canvas is only useful as a learning tool if students know how to use it and if they are not frustrated by the process. You can view a specific course from a student’s perspective by navigating to Settings > Student View.

Remember that, while Canvas is a useful tool to support student learning, you may not use it to replace meeting with your students face to face.

Grades for Homework & In-class Activities or Quizzes

The cumulative daily work grade should not account for more than 10-15% of the students’ final grade—perhaps less. Daily work may include small writing assignments, quizzes, small group work, writing workshops (e.g., peer review over different components of an essay), etc.

If a writing assignment is given for homework, the TOR should assign some sort of grade to the work (e.g., complete/incomplete, point values, check system) and then return it; this practice will establish a positive pattern for the student who needs and deserves feedback and who otherwise could become skeptical about the significance of assignments. The TOR should develop a simple method of grading and averaging the grades of these assignments.

Grade Reports and Record Keeping

Keep careful attendance and grade records for each class in a system which guarantees accuracy, security, and confidentiality. Using Canvas for grades and attendance is convenient because it allows students to track their own progress in these areas.

Securing your grade records is an important component of your responsibility to protect students' grade information under the Family Educational Rights and Privacy Act of 1974 ([FERPA](#)).

Secure record-keeping will also prevent students from comparing their grades with each other and help you avoid unpleasant speculations about differences among grades. At the end of the term, TORs will email the Director narratives of students who earned "D" or "F" grades in the course. TORs should also be prepared to email the Director copies of their final grade reports.

Collecting Student Papers

You are responsible for taking up and returning all work turned in by your students. Ask students to turn in papers during regular class meetings, directly to you in your office, or online through Canvas. Do not rely on office staff or other TORs to receive your students' assignments. Do not tell students to turn essays in to the English Department office for placement in your mailbox or to leave essays with the Writing Center.

Do not place collection boxes in the hall outside the TOR offices. Be in your office or make certain that another instructor will be present during times you designate for students to turn in work.

The English Department requires instructors to keep all English 1302 and 1304 papers on file for one full semester after the completion of the course. The TOR should set a due date for students to return all graded essays (if they were not submitted online through Canvas). Student files should be kept in the filing cabinets provided in TOR offices; cabinets should be clearly labeled with the TOR's name and the course and section numbers. The Director of First-Year Writing should have access to these files if a grade dispute occurs in a TOR's absence. Files that are at least a semester old may be shredded or discarded in recycling paper containers available upon request.

If you accepted essays through Canvas, you should make PDFs of the final drafts available to the Director by copying them to a flash drive and leaving the flash drive in the TOR office.

Process-based Pedagogy

English 1302 works from the premise that no piece of writing is born perfect. Since writing is a process, instructors should assign stages of the writing process (i.e., inventing, drafting, revising, and editing) in all course units.

An optional revision policy may be implemented for students who would like to continue to work on their essays although, to protect your own time, you should create clear guidelines for this policy such as only allowing students to revise one essay (e.g., Essay 1, 2, or 3) and/or only allowing revisions from students who earned a "B" or lower, etc.

The daily work you assign should scaffold learning objectives and help measure student's progress throughout the writing process. To increase student engagement with these smaller assignments, clearly and repeatedly explain how daily work fits into your larger unit and course objectives.

Student writing should be the focus of the class, so you should build in substantial class time for focused writing workshops and peer review. You may facilitate peer review workshops on paper or electronically using Canvas or [Eli Review](#). (Nb. If you choose to use Eli Review, your syllabus must indicate that a required text for your class is subscription access—\$25/semester—to Eli Review.)

Instructors should provide frequent and formative feedback in the form of comments on proposals, outlines, and/or drafts; one-on-one conferences, and comments on final drafts. Your comments should identify areas of strength as well as potential areas of improvement. Try to focus on 2-3 issues that need improvement instead of overwhelming students with every problem.

Conference Policies

The TOR should hold at least one, preferably two, conferences with each student during the course of a semester. The first conference should take place shortly after the first or second paper has been graded in order to get to know the student and to establish areas of improvement. Conferences should be approximately fifteen (15) minutes in length, preferably no longer, and at the end of a conference a student should be given specific direction which would improve the essay in progress. You may cancel one class meeting during the week that one-on-one conferences take place, but these conferences should otherwise take place during office hours.

Always conduct conferences in the TOR office and, if possible, have other TORs around during conferences—especially if a student is a potential problem. Tables and chairs are available in the alcoves at the top of the 4th floor stairwell. Conferences should not be scheduled after 4:30 p.m. so that you can be sure students are out of the building before 5:00.

Drop from Course Policy

A course drop or University Withdrawal during the period of the 13th through the 50th class day results in a W being recorded for the course on the student's record and appearing on the transcript.

The last days to drop a class during the 2017-18 academic year are October 31, 2017 and March 26, 2018.

Final Exam Policy

The final examination for 1302 is departmental and is administered at the same, prearranged time to all students enrolled in 1302. First-Year Writing teachers may not make special arrangements with students regarding prearranged English 1302 and 1304 final exam times. You must meet with your sections on the days and times of your scheduled exams.

The Director of First-Year Writing and members of the First-Year Writing Committee compose the English 1302 departmental final exam; the instructor is responsible for grading his or her students' exams.

Each TOR, after consultation with the Director of First-Year Writing, creates his or her own English 1304 final exam. This exam must correspond to the objectives of ENG 1304 and contain at least one longer writing component (e.g., a written response to a reading or a rhetorical analysis of a reading).

Grade Reporting

TORs should keep students informed of all of their course grades in a timely manner throughout the semester (e.g., graded essays should be returned within three weeks at the very latest). You should also make yourself available at a designated time during final exam week to discuss your comments on any assignments not returned before the last class day.

The university requires all final course grades to be submitted electronically through either Bear Web or Canvas uploads. You will receive an email from the university explaining these procedures as final exam time nears. Students can access their final course grades through the BearWeb system within twenty-four hours of your posting.

A grade of Incomplete should be given only to those students who, because of emergency, serious illness, or other grave circumstances, are not able to finish their final papers and/or exams during the regular semester. In order to be eligible for an Incomplete grade, the student must be in good standing. The responsibility of the student is to finish that work before the end of the following semester (even if the following semester is a summer term); otherwise, he or she will automatically receive a grade of F (assigned by the Registrar's Office).

**Teachers of Record should assign Incompletes infrequently and carefully and only after consultation with the Director of First-Year Writing. Any [Electronic Grade Change \(EGC\)](#), including those for Incompletes, must be sent to the Director of First-Year Writing for approval before they are submitted to the Office of the Registrar.

Grade Disputes

Occasionally students and/or parents dispute assigned grades or grading procedures. TORs should attempt to resolve disputes directly with the student by referring to policies outlined in [Appendix A](#) and to their detailed assignment sheets and rubrics.

A detailed written record of the nature of the dispute, the student's work, and any written or spoken communication between student and instructor is essential to resolve these disputes. Print and keep copies of any correspondence with the student. Disputes still unresolved should be referred to the Director of First-Year Writing, along with the original copy of the work in question and the TOR's record of the dispute's history. Keep the Director informed of any ongoing discussions over grade disputes with a student.

When you have a potentially difficult grading appeal such as a forceful and resentful student, be sure to have someone in the office during any conferences with the student. Usually the presence of other instructors is enough to calm a student. If not, the Director and other available faculty can sit unobtrusively in the office and will intervene if the student's behavior becomes inappropriate.

Also, if a parent requests a meeting with you, notify the Director who will provide guidance for parental conferences and may request that she or another designated faculty member also attend the meeting.

Letters of Recommendation for Students

Teachers of Record may write letters of recommendation for students when they feel comfortable doing so. The Director of First-Year Writing can suggest appropriate topics and organizational strategies for writing letters of recommendation for students.

Professional Relationships

Relationships between teachers and students should be friendly and cordial, marked by consistent politeness, courtesy, and mutual respect. Language in all conferences and conversations should maintain these standards.

TORs should avoid close friendships with individual students. Developing personal friendships or spending time outside of class with individual students beyond student-teacher conferences can create the impression of inappropriate intimacy and make the teacher liable to charges of harassment and/or favoritism. Even the appearance of such intimacy should be avoided. Consequently, all conferences with students should be conducted in open, official academic settings. Do not conduct your conferences off-campus. Any other meetings outside of class should be accidental and casual. All conferences and discussions between university faculty and Teachers of Record should reflect professional behavior acceptable in academic settings.

Contact with current students through social media websites or apps such as Facebook, Twitter, Instagram, Snapchat, etc., is unprofessional. Such contact can create the same impressions and difficulties as in-person conversations not conducted in a university environment and/or not focused on student work.

Make-up Work

Students with excused absences should be allowed to make up missed work within two weeks of the absence. You are under no obligation to allow students to make up work missed because of unexcused absences unless the student has a specific need documented by the Office of Access and Learning Accommodation.

If make-up work involves an in-class assignment or essay, the student should make up the work in your presence or in the Writing Center under the supervision of a tutor. Your syllabus should spell out in detail your make-up work policy for students and you should apply this policy consistently.

Turnitin.com

Baylor University subscribes to Turnitin.com, a plagiarism detection/prevention service to which essays are submitted and compared to resources in the database. The percentage match and the results (including links to websites or other papers with identical text) are then made available to the instructor within the assignment on Canvas.

You should know that Turnitin has limitations (e.g., it has been criticized for producing both false negatives and false positives), but it can be more efficient than using Google for every paper you suspect of plagiarism. Turnitin is most useful as a tool to identify potential issues and to start a conversation with a student about issues related to plagiarism. Students sometimes make errors in paraphrasing and summarizing when they are first learning to integrate ideas from external sources; your goal as a teacher is to help them identify, understand, and address these errors.

You are responsible for reading the detailed results of a Turnitin report to ensure that the percentage match is actually revealing instances of plagiarism—and not citations or direct quotations. Use your discretion and contact the Director if you have questions about how to handle the results of a Turnitin report.

Instructors at Baylor University may or may not choose to use this service in their classes. If an instructor chooses to use the service, the following statement must be included on the syllabus:

“Students agree that by taking a course, all required papers, exams, class projects, or other assignments submitted for credit may be submitted to Turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms, and conditions of use, and privacy policy of Turnitin.com is available on its website: <http://www.Turnitin.com>. Understand that all work submitted to Turnitin.com will be added to its database of papers. Further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.”

If use of Turnitin is instituted after the distribution of the syllabus, then an equivalent written notice must be provided by the instructor to all students.

All students in a class must submit their own essays to Turnitin through Canvas. You must be consistent in your use of Turnitin (i.e., treat all of your students the same—if you require one student to submit an essay through Turnitin, then all students need to submit their essays for that assignment).

RESOURCES FOR WORKING WITH STUDENTS

Baylor offers resources to help your students succeed both in and out of class.

Success Center

Baylor’s [Paul L. Foster Success Center](#) was established in 2006 to assist students in their academic life at Baylor. The Success Center houses University Advisement, Academic Support Programs (ASP), the Office of Access and Learning Accommodations (OALA), Career and Professional Development, Career Services, and New Student Experience (NSE).

Because the Center’s philosophy states that “academic intervention *early in the semester* allows time and opportunity for a student to reverse patterns of inadequate effort, substandard grades, and irregular class attendance,” faculty have the opportunity to refer students to the center through an [online referral system](#). Please be diligent in using these confidential reports to refer students who may need mentoring, counseling, or study skills instruction.

Students who miss class repeatedly, fail to follow instructions or to turn in work, or continue to turn in poor quality work may be risking their continuation at Baylor. One of Baylor’s current goals is to improve its retention rate among first and second year students. Using this resource can help us meet this goal.

Please see [Appendix B: Suggested Syllabus Statements for Undergraduate Students 2017-18](#) for a statement about how students can utilize the resources available to them.

University Counseling Center

Baylor’s [Counseling Center](#) is part of its Health Services program located in the Student Life Center. A professionally staffed clinic offers students resources for a variety of issues in a confidential, nurturing atmosphere. All clinical services are free of charge to Baylor students.

Please become familiar with their website—particularly the [Faculty Resources page](#)— and use it to gain information about student concerns. Notify the Director for additional guidance on when and how to refer students.

Writing Center

“The mission of the Baylor University Writing Center is help undergraduate and graduate students in all disciplines become more effective, more confident writers. We believe that writing is a powerful tool not only for communicating existing ideas but also for discovering new ones; that learning to write is a life-long process; and that all writers benefit from sharing work in progress with knowledgeable, attentive readers. The Writing Center tutors consult with writers in supportive and nonjudgmental ways to facilitate self-discovery and inspire confidence as writers learn, grow, and take ownership of their words and ideas. Our methods—multi-faceted, flexible, and collaborative—reflect our respect for the individual writer, whose talents, voice, and goals are central to all our endeavors. The staff of the Writing Center seek to achieve this mission through face-to-face and online tutorial sessions designed to help graduate and undergraduate students, both native and non-native speakers of English, with writing projects at all stages of the composition process—generating ideas, organizing, drafting, revising, editing, and formatting—whether working on academic papers, technical writing, multimodal or digital writing, or theses and dissertations.

The Writing Center also endeavors to support and augment the instruction of writing and to encourage the practice and appreciation of effective writing and thinking on the BU campus. In addition, we design class presentations and conducts workshops over a variety of topics related to writing. If you are interested in having us conduct a workshop, please email the Writing Center Director, Dr. Kara Alexander (kara_alexander@baylor.edu).

We also ask that instructors not *require* students to visit the Writing Center. For one, we do not have a lot of open spots, and if an entire class suddenly needs appointments, it often doesn’t go well. Second, many students who are required to make an appointment don’t want to come in, and tutors can tell. These sessions are often unproductive and frustrating, for both the client and tutor, and they take away time slots from students who really do want help. Please do encourage your students to visit the Writing Center. You may even want to offer incentives (like extra credit).

In preparation for a Writing Center visit, please remind your students of the following:

1. They can visit the Writing Center at any point in the composing process (brainstorming, drafting, revising, etc.).
2. Know in advance what they would like to work on (the client, not the tutor, guides the session).
3. Bring a copy of the assignment they are working on.
4. Bring any materials they have drafted.

After the Writing Center visit, instructors will receive a client report if the student has designated one be sent.

Finally, we ask all writing instructors to complete a form identifying the type of general help they want their students to receive. Tutors will then follow the wishes of specific instructors concerning the extent to which they help a student on an essay, either before or after the essay is turned in for a grade.”

Central Libraries

The librarians in Baylor’s Central Libraries—Moody and Jones—are committed to working with us in both ENG 1302 and 1304 to enhance our students’ research skills and information literacies.

When you teach ENG 1302 you are welcome, but not required, to contact the librarians for a brief presentation or to visit the libraries with your students.

You are, however, expected to schedule a library workshop in ENG 1304: Thinking, Writing, & Research. These library workshops are held in computer classrooms in either Moody or Jones. The librarians wrote the following purpose statement to describe their work with our first-year writing students:

“The ENG 1304 library session introduces students to essential library resources, tools, and skills needed to produce college-level writing based on scholarly research and critical thinking. This session is part of the Baylor Libraries' program of information literacy instruction and outreach, which occurs over multiple semesters. Students will be able to apply skills and concepts taught in the ENG 1304 session in future classes, scholarly discourse, and rhetorical situations.”

Please see [Appendix C](#) for detailed information about the scheduling process for ENG 1304 Library Workshops.

IMPORTANT BAYLOR POLICIES

The following excerpts emphasize policies from the [Baylor Student Policies and Procedures Handbook](#) you need to be aware of in your daily encounters with students.

**Contact the Director of First-Year Writing immediately should you have any questions and/or concerns about student violation of academic or personal behavior standards.

Report It

The “[Report It](#)” section of Baylor’s website provides a resource for you to report any troubling student behavior or issue—from suspected eating disorders to alcohol abuse to Students of Concern. Review the range of issues that you can report and take care to document any situations that warrant further attention from the [Care Team](#) case workers at Baylor.

Disruptive Student Behavior

If you should have a student with disruptive behavior, try to avoid criticizing the student in front of other students. The better way to handle a disruptive student is to ask the student to make an appointment to see you during your office hours. Frequently, a conference outlining your expectations and requesting the student’s cooperation will resolve the problem. You should always have another instructor in the office during a meeting with a potentially difficult student. If the student is unresponsive to your comments, contact the Director of First-Year Writing for suggestions.

The following policy appears in the Student Policies and Procedure Handbook online under the heading of Classroom Conduct:

“The professor in the classroom and in conference is expected to encourage free discussion, inquiry, and expression, with student performance evaluated solely on academic standards. Opinions or conduct of students in matters unrelated to academic standards should not influence the determination of grades. Students have the responsibility to fulfill standards set by the University community for courses and degree programs. Members of the University community are expected to protect freedom of expression and are prohibited from improper academic

evaluation and improper disclosure of student views, beliefs, and political associations or from violating any of the restrictions listed in the University nondiscriminatory policy.

Students are expected to conduct themselves in a mature manner that does not distract from or disrupt the educational pursuits of others. Should a professor determine that a student's conduct is being distracting or disruptive, the professor may impose the student's immediate removal from the classroom until the student can conduct him or herself in an appropriate manner. If the professor is unable to obtain the cooperation of the student, the student may be referred for disciplinary action."

**If at any time a student exhibits highly disruptive or potentially harmful behavior in your classroom or office, you and/or students in your class feel threatened by a student, or you see a student threatening or harming anyone on campus, call the Baylor Police Department at x:2222, (254) 710-2222, or 911. All 911 calls originating from the Baylor campus are directed to the Baylor DPS.

Keep the Director informed of any disruptive students or issues surrounding classroom behavior. Meet with the Director for guidance in dealing with students and for classroom support when needed.

Honor Code

The following information appears in the [Baylor University Honor Code](#), published by the Office of Academic Integrity. All students and instructors should read all Academic Integrity documents available through this page.

The Honor Code states that "Baylor University students and faculty shall act in academic matters with the utmost honesty and integrity." Students violate the honor code if they engage in dishonorable conduct in an academic matter.

Among the types of dishonorable conduct defined in the Handbook, the following are particularly relevant to a writing course:

1. "Offering for course credit as one's own work, in whole or in part, the work of another."
2. "Incorporating into one's work offered for course credit passages taken either word for word or in substance from a work or another, unless the student credits the original author and identifies the original author's work with quotation marks, footnotes, or another appropriate written explanation."
3. "Offering for course credit one's own work, but work that one has previously offered for course credit in another course, unless one secures permission to do so prior to submission from the instructor in whose course the work is being offered."
4. "Offering for course credit work prepared in collaboration with another, unless the student secures the instructor's permission in advance of submission. A student does not prepare work in collaboration with another if he or she merely discusses with another a matter relevant to the work in question."*

*Work with a tutor in the English Department Writing Center does not constitute dishonest collaboration.

If a student has plagiarized or violated the Honor Code in any way, you should report the offense to the Office of Academic Integrity. They are concerned with identifying patterns and preventing repeated offenses, so it is important that you document each instance even if you handle the sanctions yourself. Report any violations [here](#) and maintain careful records of the student's offense.

If a student has a previously documented Honor Code violation on record, you will be summoned to participate in an Honor Council hearing that will consider additional sanctions for the student. Contact the Director if you receive an email about an Honor Council hearing. You will likely have to attend the hearing and present materials (e.g., essays with plagiarized portions highlighted) pertaining to the case, but the Director is available to give you guidance and attend the hearing with you for support.

Office of Access and Learning Accommodation (OALA) and Students with Disabilities

The Office of Access and Learning Accommodation (OALA) supports students with physical or learning disabilities by providing accommodations to facilitate their academic success.

If students have a documented record of disability on record with OALA, you will receive an email from OALA detailing their accommodations. All instructors must make every effort to comply with the accommodations listed in this email. Some accommodations, such as the accommodation for [attendance](#), require special attention. The Director of First-Year Writing should be consulted if any special arrangements require alternative locations for exams. For more information about OALA procedures, please review the [OALA website](#) or contact the OALA office (x: 3605)

See [Appendix B](#) for an example of an OALA statement that you should include on your course syllabi. If students tell you about learning disabilities they have not registered with the Office of Access and Learning Accommodations, you should encourage them to contact OALA. Assure them that working with OALA is not an academic stigma and can help them succeed at Baylor.

FERPA

Parents or other interested family members might contact you regarding a student's work. However, as university instructors, we must follow The Family and Educational Rights and Privacy Act (FERPA) of 1974, Public Law 93-380, which requires that the student give written permission for the release of "any personally identifiable information" other than general "directory information."

This means that faculty should not discuss a student's grades with anyone other than the student without the student's written consent. The Director will give you guidance in dealing with parental or other inquiries.

Racial Harassment and BMIST Reporting

There is no place for racial harassment or any other bias-motivated incidents in our classrooms or on our campus. As a TOR, you are responsible for maintaining an inclusive, bias-free classroom, for reporting to the Bias-Motivated Incident Support Team (BMIST) any instances of harassment that you witness, and for encouraging your students to report if they share that they have experienced any bias-motivated remarks, actions, jokes, etc.

Civil Rights Policy: Racial Harassment

The following statements appear in the Student Handbook and can be read in their entirety [here](#) under the section titled "University Grievances" and the sub section titled "Civil Rights Policy."

"Baylor University complies with all applicable federal and state nondiscrimination laws and does not engage in unlawful discrimination on the basis of race, color, nationality or ethnic origin, sex, age, or disability in employment or the provision of services. The University is controlled by an all-Baptist Board of Regents and is operated within the Christian-oriented aims and ideals of Baptists. Baylor is also affiliated with the Baptist General Convention of Texas, a cooperative association of autonomous Texas Baptist churches. As a religiously controlled institution of higher education, Baylor University is exempted from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972, and is exempt from the prohibition of discrimination based on religion.

Unlawful discrimination is defined by Title VI or VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act, Americans with Disabilities Act, Age Discrimination in Employment Act, Age Discrimination Act, and other similar civil rights law or regulation. Unlawful discrimination may occur when the protected status of an individual is unlawfully considered in making a decision that affects that individual, or if the University does not fulfill other responsibilities under the law, such as providing reasonable accommodation to disabled employees or academic adjustments for disabled students. "

Discuss with the Director any concerns you have about student conduct or writing that may violate this policy.

[BMIST](#)

If you witness or hear about any bias-motivated incidents based on race, nationality, gender, age, etc. you should submit a report to BMIST, the Bias-Motivated Incident Support Team. You may use the Report It website or email bmist@baylor.edu.

Sexual Harassment and Title IX Reporting

There is no place for sexual harassment, sexual assault, or interpersonal violence in our classrooms or on our campus. As a TOR, you are responsible for reporting any information about possible sexual misconduct.

Civil Rights Policy: Sexual Harassment

The policy on Sexual Harassment can also be viewed in its entirety [here](#) under the section titled "University Grievances" and the sub section titled "Civil Rights Policy."

According to the Baylor University Student Handbook, "Sexual harassment is considered discrimination on the basis of gender and can constitute unlawful discrimination in the terms, conditions, and privileges of education or employment. Such harassment is not tolerated at Baylor University and may violate federal and state law."

Sexual Harassment is defined "a form of gender harassment based upon conduct of a sexual nature. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or education; (b) submission to or rejection of such conduct by an individual is used as the basis for academic or employment

decisions affecting said individual; or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or otherwise offensive working or educational environment."

If you are the victim of sexual harassment, observe the harassment of others, or have a student report such an incident to you, you should consult the Director of First-Year Writing concerning the proper procedural steps to take.

Title IX Reporting

The University's [Title IX policy](#) "prohibits sexual and gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation." Title IX requires all "responsible employees" to report information about possible sexual misconduct to school officials. Responsible employees include those:

- with any supervisory duties (including student employees who have supervisory obligations over other students, as well as faculty and staff)
- with authority to address and remedy sexual misconduct
- with responsibility to report sexual misconduct to a supervisor
- whose position may lead a student to reasonably believe that they have the authority to address and remedy sexual misconduct

Title IX does not require employees with a professional duty of confidentiality (i.e., the Counseling Center, the Health Center, and chaplain Burt Burluson) to report information they receive during confidential conversations. To make a report or if you have any questions about your duty to report, please contact Kristan Tucker, our Title IX Coordinator.

See [Appendix B](#) for a Title IX Statement that you must add to your syllabus.

Campus Safety and Emergency Preparedness

**In the event of an emergency, the Director will use the [Baylor First-Year Writing GroupMe](#) to communicate important information and to ascertain your safety and the safety of the students in your care. Download the GroupMe app on your mobile device and join this group.

Yellow booklets with general campus safety information are available in the English Department office and in the Director's office. The notes below are from a spring 2017 presentation given by Leigh Ann Moffett, Director of Emergency Management:

In the event of an emergency, building emergency coordinators (wearing bright green vests) will help people get out of building and make sure people are taking appropriate action.

1. Baylor Alert!
 - a. Available in multiple forms (text, voicemail, email, Baylor website, Twitter)
 - b. Indoor alert system will likely be used more frequently in the future
 - c. **Make sure your contact info is up to date on Bearweb
2. Evacuations in General
 - a. Discuss building-specific evacuation plans with your students on the first day of class
 - b. Talk to students with disabilities about their specific strategies for evacuation (especially regarding stairs)

3. Fire Strategies
 - a. The instructor's responsibility is to shepherd the students to the Evacuation Assembly Point (Burleson Quad for Carroll Science; see [Appendix D](#) for evacuation plans for other buildings on campus)
 - b. If you're the one who accidentally triggered the alarm, call Baylor Police Department (254-710-2222 or 911 from a CAMPUS phone)
4. Protocol for people with disabilities
 - a. Move student to "Area of Rescue Assistance" (an interior staircase in Carroll Science)
 - b. Call BU Police Department (254-710-2222) to alert them to need for evacuation
5. Tornado Strategies
 - a. Go to lowest level of building away from windows/glass
 - b. Drop and tuck
 - c. Wait for all clear announcement
6. Active Shooter Strategies
 - a. Think about "areas of control": What area can be most easily defended? (usually a classroom, not an open floor)
 - b. Follow the ADD protocol
 - i. Avoid (avoid areas of danger if possible)
 - ii. Deny [entry] (put obstructions in front of door; loop belt around doorknob and hold shut doors that open outward; do not depend on locks)
 - iii. Defend (get ready to disarm shooter if he/she enters room)
7. Miscellaneous
 - a. More info on Baylor Compass (active shooter exercise and other workshops available)
 - b. Download and educate yourself about these mobile apps:
 - i. "[Rave Guardian Campus Safety App](#)": a free app for iOS and Android devices
 - ii. "[GroupMe](#)": Group messaging service for coordinating movements of a large group of people in a crisis situation.

Appendix A: [Guide to First-Year Writing](#)

Appendix B: [Suggested Syllabus Statements for Undergraduate Students 2017-18](#)

Appendix C: [Procedure for Scheduling ENG 1304 Library Workshops](#)

Appendix D: [Emergency Action Plan](#)