



2018-2019

FIRST- and SECOND-YEAR

WRITING PROGRAM HANDBOOK

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UNIVERSITY OF DAYTON 2018-2019 ACADEMIC CALENDAR

FALL 2018

Mon, Aug. 6	Degrees conferred – no ceremony
Thu. Aug.16	New Faculty Orientation
Fri. Aug. 17	Incoming first-year students move into UD housing
Fri. Aug. 17	New Graduate Assistant Orientation
Sat.-Tue, Aug. 18-21	New Student Orientation
Sun. Aug. 19	Upper class students move into UD housing
Tues. Aug. 21	New Student Convocation
Tues. Aug. 21	Last Day to complete registration
Wed. Aug. 22	Classes begin at 8:00 a.m.
Tues. Aug. 28	Last day for late registration, change of grade options & schedules
Mon. Sep. 3	LABOR DAY – NO CLASSES
Fri. Sep. 7	Faculty Meeting – Boll Theatre at 3:30 p.m.
Mon. Sep. 10	Last day to change Second Session and full Summer Term grades
Wed. Sep. 12	Last day to drop classes without record
Fri. Sep.14	Academic Senate Meeting – KU Ballroom at 3:30 p.m.
Fri.–Sun. Sep. 21-23	Family Weekend
Wed. Oct. 3	Mid-Term Break begins after last class
Mon. Oct. 8	Classes resume at 8:00 a.m.
Mon. Oct.15	Last Day for Graduate and Doctoral students to apply for December, 2018 graduation
Wed. Oct. 17	First Year students’ midterm progress grades due by 9:00 a.m.
Fri. Oct. 19	Academic Senate Meeting – KU Ballroom at 3:30 p.m.
Thu. Nov. 1	Last day to drop classes with record of W
Fri. Nov. 16	Academic Senate Meeting – KU Ballroom 3:30 p.m.
Tue. Nov. 20	THANKSGIVING RECESS begins after last class
Sat. Nov. 24	Saturday classes meet
Mon. Nov. 26	Classes resume at 8:00 a.m.
Thu. Dec. 6	Last day of classes
Sat. Dec. 7	STUDY DAY
Sun. Dec. 8	STUDY DAY
Mon.-Fri. Dec. 10-14	Exams – Fall Term ends after final examinations
Fri. Dec. 14	University Housing closes for Christmas Break at 6:000 p.m.
Sat. Dec. 15	Diploma Exercises at 9:45 a.m.
Tue. Dec. 18	Grades due by 9:00 a.m.
Thu. Dec. 20	End of Term processing officially complete
	CHRISTMAS BREAK
Sun. Dec. 16	Christmas Break begins
Sun. Jan. 13	Christmas Break ends
Mon. Jan. 21	Last day to change Fall Term grades

SPRING 2019

Fri. Jan. 11	Last day to complete registration
Sun. Jan. 13	University Housing reopens for Spring Term at 8:00 a.m.
Mon. Jan. 14	Classes begin at 8:00 a.m.
Mon. Jan. 21	MARTIN LUTHER KING, JR. DAY – NO CLASSES
Mon. Jan. 21	Last day to change Fall Term grades
Mon. Jan. 22	Last day for late registration, change of grading options and schedules
Fri. Jan. 25	Academic Senate Meeting – KU Ballroom at 3:30 p.m.
Fri. Feb. 1	Last day for Graduate and Doctoral students to apply for May 2019 Graduation
Mon. Feb. 4	Last day to drop classes without record
Fri. Feb. 15	Faculty/Academic Senate Meeting – KU Ballroom at 3:30 p.m.
Fri. Feb. 22	Academic Senate Meeting – KU Ballroom at 3:30 p.m.
Wed. Mar. 6	First-year students' midterm progress grades due by 9:00 a.m.
Fri. Mar. 8	Spring Break begins after last class
Fri. Mar. 15	Last day for Undergraduate students to apply for August 2019 graduation
Mon. Mar. 18	No day classes – classes resume at 4:30 p.m.
Fri. Mar. 29	Academic Senate Meeting – KU Ballroom at 3:30 p.m.
Mon. Apr. 1	Last day for Undergraduate students to apply for December 2019 graduation
Mon. Apr. 8	Last day to drop with record of W
Wed. Apr. 17	Easter Recess begins after last class
Mon. Apr. 22	Easter Monday – no day classes – classes resume at 4:30 p.m.
Wed. Apr. 24	Bro. Joseph W. Stander Symposium – Alternate Day of Learning
Fri. Apr. 26	Academic Senate Meeting – KU Ballroom at 3:30 p.m.
Fri. May 3	Last Day of Classes
Fri. May 3	Academic Senate Meeting – KU Ballroom at 3:30 p.m.
Fri. May 4	STUDY DAY
Sat. May 5	STUDY DAY
Mon.–Fri. May 6-10	Exams – Spring Term ends after final examination
Fri. May 10	University Housing closes for Spring Term at 6:00 p.m.
Sat. May 11	Doctoral/Graduate Commencement Exercises at 9:45 a.m.
Sun. May 12	Undergraduate Commencement Exercises at 9:45 a.m.
Tue. May 14	Grades due by 9:00 a.m.
Thu. May 16	End of Term processing officially complete
Mon. June 17	Last day to change Spring Term grades

SUMMER 2019 FIRST SESSION

Fri. May 17	Last day to complete registration
Sat. May 18	Saturday classes begin
Mon. May 20	Classes begin at 8:00 a.m.

Tue. May 21	Last day for late Summer Term – First Session registration, change of grading options and schedules
Thu. May 23	Last day for full Summer Term registration, change of grading options and schedules
Mon. May 27	MEMORIAL DAY – no classes
Wed. May 29	Last day to drop without record from First Session classes
Mon. Jun. 10	Last day to drop without record from full Summer Term classes
Mon. Jun. 17	Last day to drop with record of W from First Session classes
Mon. Jun. 17	Last day to change Spring Term grades
Fri.-Sat. Jun 28-29	Exams – Full Summer Term classes do not meet First Session ends after final examinations
Mon. Jul. 1	Last day for Graduate and Doctoral students to apply for August 2019 graduation
Tue. Jul. 2	Grades due by 9:00 a.m.
Fri. Jul. 5	End of Term Processing officially complete
Thu. Aug. 1	Last day to change First Session grades
	SUMMER 2019 – SECOND SESSION
Fri. Jun. 28	Last day to complete registration
Sat. Jun 29	Saturday classes begin
Mon. Jul.1	Second Session classes begin
Tues. Jul.2	Last day for Graduate and Doctoral students to apply for August 2019 graduation
Tue. Jul. 2	Last day for last Summer Term-Second Session registration, change of grading options and schedules
Thu. Jul. 4	INDEPENDENCE DAY – no classes
Fri. Jul. 12	Last day to drop without record for Second Session classes
Mon. Jul. 22	Last day to drop without record for W for Second Session and full Summer Term classes
Thu. Aug. 1	Last day to change First Session grades
Fri.-Sat. Aug 9-10	Exams – Second Session and full Summer Term ends after final Examinations
Mon. Aug. 12	Degrees conferred –no ceremony
Tue. Aug. 13	Grades due by 9:00 a.m.
Thu. Aug. 15	End of Term Processing officially complete
Mon. Sep. 16	Last day to change Second Session and Full Summer Term grades

Notes: The dates of all Academic Senate and General Faculty meetings will be posted to the calendar when they are determined.

Events are subject to change.
Please consult the Human Resources Holiday Schedule for University Office closings.

The University of Dayton's Commitment to Teaching Writing

The University of Dayton has a strong commitment to providing all students a liberal arts education, whether they are majors in the College of Arts and Sciences or one of the professional schools. This commitment derives from the conviction that to be people of faith and full citizens in the world, students need much more than preparation for a particular career or job. Indeed, they require a complete education that includes study of the physical and social sciences, mathematics, languages, and all of the arts, including the visual arts, literature, and writing. Given this conviction, the University has established that all students are to complete a course of study in the first year that includes philosophy, history, religious studies, and academic writing. This course of study, called the Humanities Commons, is designed to provide the foundation for critical thinking, critical reading, and effective written expression. In addition, most students will take a second-year course in writing designed to build on the foundation of skills introduced in their first-year writing course.

The Department of English

Introduction to the English Department

The Department of English serves all students of the University by offering required instruction in reading and writing. In addition to lecturers and part-time faculty, all tenure-line faculty (both tenured and untenured) teach in the First- and Second-Year Writing Program. In addition to teaching academic writing, the Department offers a major in English, a minor in English, and a Writing Certificate. At the graduate level, we also award a Master of Arts degree. A TESOL certificate is available to both undergraduate and graduate students.

Students from within and beyond the English major and minor take courses in the Department in the areas of literature, creative writing, professional and technical writing, and rhetoric and composition as part of their general education or elective course work.

Mission Statement

The Department of English fosters critical and creative engagement with diverse texts to promote informed and strategic participation in academic, professional, and civic life.

Who We Are

The Department of English is a community of faculty, staff, and students dedicated to the study of language and literature from rhetorical, creative, and critical perspectives. Within the Bachelor of Arts, students may choose from four tracks: Literature and Cultural Studies, Teaching, Writing, and Self-Designed. The Writing track is further divided into three concentrations: Professional and Technical, Creative, and Rhetoric and Composition.

Graduate students may select from one of three tracks: Literary and Cultural Studies, Rhetoric and Composition, and TESOL.

Our academic work is shaped by the University's Catholic and Marianist identity and mission and by traditions and trends within English studies. By valuing the diversity of all human experience and expression, we embody and contribute to this wider University ethos and to new developments in the field.

What We Value

Reflecting the University's commitment to social justice, the Department of English considers the roles that nation, religion, language, class, race, gender, disability, and sexuality play in texts and in lives. In examining the shifting currents of history, ideology, and culture, our work brings the traditions of the past into dialogue with the complexities of the present.

What We Do

Through our work as scholars, teachers, and students, we strive to fulfill our mission through the following enterprises:

- Gathering, creating, and sharing knowledge about literature, writing, film, and other media
- Engaging actively with texts that represent and mediate knowledge across disciplines in the university
- Cultivating expertise in reading the signs of the times in our diverse world
- Encountering multiple social identities through literature and writing to enrich our understanding of human experience
- Promoting understanding of multiple textual traditions and literacies in a global context
- Pursuing a greater understanding of discourse and of the institutions and values that shape it
- Exploring the religious, ethical, political, and aesthetic commitments that have shaped cultures and texts
- Providing scholarly preparation and professional development for teachers of English
- Inspiring an appreciation for the personal and communal pleasures of reading and writing

The First- & Second-Year Writing Program

Most students entering the University of Dayton complete a two-year course of study in composition by enrolling in ENG 100 in their first year (either in fall or spring semester) and ENG 200 in their second year (either in fall or spring semester). First-year students who score high on entrance exams but are not honors students take ENG 114 in their first year, and those students accepted into the University Honors Program are placed in ENG 198. Both ENG 114 and ENG 198 are one-semester courses that satisfy the writing requirement.

All sections of ENG 100, ENG 114, ENG 198, ENG 200, ASI 110, and ASI 120 are part of the university's Common Academic Program (CAP). In addition, these courses are part of the Humanities Commons (HC), which is the course of study in the Humanities that all UD students complete.

Humanities Commons Student Learning Objectives (HCSLO)

Except for ENG 200, the learning outcomes of the first- and second-year writing courses map onto the outcomes of the Humanities Commons Student Learning Outcomes (HCSLO) within CAP. HCSLO 4 is generally met in ENG 100 rather than ENG 200. By completing the courses within the HC, students will be able to demonstrate the following:

HCSLO 1. Read primary texts closely and critically (including self-critically)

HCSLO 2. Analyze, in writing, a variety of texts contributing to larger historical conversations, debates, and traditions and as resources for understanding and appreciating the complexities of human identity, dignity, and experience

HCSLO 3. Develop an understanding of their place in community, country, and world in relationship to multiple others, with particular attention to differences such as class, gender, and race upon which social inequalities are constructed and maintained

HCSLO 4. Engage central concepts of Catholic intellectual tradition as they contribute to humanistic inquiry and reflection in the relevant academic discipline (English, History, Philosophy, or Religious Studies)

HCSLO 5. Examine the question of what it means to be human from a disciplinary perspective, and in the process make connections among disciplines and develop an appreciation for the ways in which learning is a process of integrating knowledge

HCSLO 6. Understand and practice academic honesty as foundational to the making and sharing of knowledge in a community of learners that is both local and global

Student Placement

Students are placed into the appropriate writing course by the College of Arts and Sciences. If you have a question regarding a particular placement, contact the department chair.

First-Year Immersion Experience

Through a partnership with the Dayton Performing Arts Allegiance, first-year students attend a performance of the Dayton Philharmonic, Dayton Opera, or Dayton Ballet. This annual event allows students to experience the ways the performing arts inform and provide insight into the human condition. For 2018-19, students will attend *Dracula: Bloodlines* by the Dayton Ballet. The Humanities Commons theme for this year is Power and Vulnerability. You may want to include an assignment or activity related to the First-Year Immersion Experience. For more information, visit the Humanities Commons website or the Humanities Commons Resource page on Isidore. For details and access to the Isidore site, contact the College of Arts and Sciences Coordinator at 229-2658.

Write Place

The Write Place is the Writing Center at the University of Dayton housed on the first floor of Roesch Library as part of the Knowledge Hub. It offers drop-in sessions, appointment-based consultation, and online feedback through the Isidore platform.

Its mission is one of service: writing consultants appreciate the uniqueness of individual learners and work with all students in their efforts to become better writers. Write Place consultants encourage, guide, and support student writers on any writing assignment and at any stage of the writing process. For operating hours or to make an appointment, go to <https://udayton.edu/lrc/writeplace/index.php> or call, 937-229-4270.

ENG 100 Writing Seminar I

Catalog Description

Introductory composition course focused on personal and academic literacies, with an emphasis on expository writing. Instruction and practice in developing college-level reading, writing, research, and critical thinking skills. Emphasis is on a process approach to writing effective academic prose.

Focus

ENG 100 focuses on personal and academic literacies, with an emphasis on expository writing and the development of college-level reading, writing, and critical thinking skills as well as a process approach to writing. With its focus on personal and academic literacies, the first-year writing seminar addresses directly the question, “What does it mean to be human?” as it explores the relationship between reading/writing (or literacy) and being human.

ENG 100 Course Learning Outcomes (CLO)

Upon completion of ENG 100, students will demonstrate the following CLOs:

- CLO 1. Write about primary and secondary texts on the topic of literacy from the perspective of English Studies and at least one additional discipline in the Humanities Commons in a manner that reflects their ability to read critically;
- CLO 2. Engage in a process approach to writing college-level prose;
- CLO 3. Produce rhetorically effective college-level expository prose;
- CLO 4. Demonstrate effective use of scholarly sources in their writing;
- CLO 5. Recount in college-level prose their personal literacy histories and current literacy practices;
- CLO 6. Examine in writing the discourse of a community different from themselves with respect to factors such as race, class, gender, sexuality, and so forth; and,
- CLO 7. Explore the relevance of Catholic intellectual tradition for the study of reading, writing, and/or rhetoric as human endeavors.

ENG 100 Readings and Textbooks

Faculty select their own readings for this course, provided the material used supports the student learning outcomes and is appropriate for a first-year course at the University of Dayton. There are no required textbooks or handbooks; however, the department has created a book of pre-selected readings that you can use if you wish. *Readings for ENG 100: Writing Seminar I*, 3rd edition, includes a variety of primary and secondary texts that support the student learning outcomes of the course.

If you would like to review copies of the reader, composition textbooks, and handbooks, please contact the Director of the Writing Program. Students who successfully pass ENG 100 will take ENG 200 in their second year, which focuses on argumentation, library research, and source use.

ENG 100 Writing Assignments

Sample Writing Assignments

You are free to create whatever assignments and/or activities you like for this course as long as they support the student learning outcomes and are appropriate for a first-year course at UD. Students should follow a process approach to writing and complete approximately 16 pages of university-level prose (not counting revisions). There are no required assignments in this course; however, the following assignments are suggested as they have been designed to meet the student learning outcomes of the course.

- **Literacy Narrative/Response:** In this paper, students recount their personal literacy history and current literacy practices as well as respond to the literacy narrative of someone from a diverse background (provided in course materials). Students identify and comment on the similarities and differences between their literacy narrative and the literacy narrative recounted in the reading.
- **Discourse Analysis:** Students select an identifiable group that differs from them in a significant way (in terms of race, class, gender, religious affiliation, etc.). Students write a paper or multimedia project that analyzes the rhetorical strategies used by the group in its texts.
- **Informative or Argumentative Synthesis:** Students write an informative or argumentative synthesis based on secondary texts provided in course materials. Readings come from English Studies and one other discipline from the Humanities Commons (Religious Studies, History, or Philosophy) and focus on an issue concerning literacy. Writing should show effective use of scholarly sources, such as correct in-text citation and an MLA works cited list.
- **CIT Response Essay:** In this response, students summarize and/or respond to a text from Catholic intellectual tradition (provided in course readings) that addresses a concept or idea related to reading, writing, and/or rhetoric.

Diagnostic Essay

At the beginning of the course, all students should write a brief (1-2 page) diagnostic essay in response to a prompt of the instructor's choosing. The primary purpose of the diagnostic essay is to give the instructor a sense of students' writing abilities early in the course so that the instructor can teach as effectively as possible to each class. If a student's diagnostic essay strongly suggests that he or she needs more specialized writing instruction to meet his or her needs, contact the Director of the Writing Program. Individual placement issues should not be discussed with students. See Stretch Sections of ENG 100 below.

Library Tutorial

Students in all sections of ENG 100 are required to complete the English department's online Library Tutorial. The tutorial includes three modules: Module 1 discusses periodical source types and the difference between popular and scholarly sources. Module 2 provides an introduction to finding books and articles using the online catalog and databases. Module 3 discusses plagiarism and source use. Each module includes an online quiz. All ENG 100 students and instructors will have a library tab on their Isidore homepage where they can access the tutorials. Once all students in your section have completed the tutorial, you will receive their quiz scores via email from the library.

Stretch ENG 100: ENG 100A and 100B Writing Seminar I

Together, ENG 100A and ENG 100B deliver the same student learning outcomes as ENG 100, but they do so over two semesters rather than one. Designed as a "stretch" version of ENG 100, ENG 100A/B is aimed at enabling students to achieve the outcomes of ENG 100 who might struggle if required to do so in just 16 weeks. Students receive two credits for successfully completing ENG 100A and another two credits for successfully completing ENG 100B. Students must successfully complete both ENG 100A and ENG 100B in order to enroll in ENG 200 during their second year.

ENG 100A Catalog Description

First half of year-long introductory composition course focused on personal and academic literacies, with an emphasis on expository writing. Instruction and practice in developing college-level reading, writing, research, and critical thinking skills. Emphasis is on a process approach to writing effective academic prose. Prerequisite(s): Placement as determined by the Dean's office.

Library Tutorial

Students in all sections of ENG 100A are required to complete the English department's online Library Tutorial. The tutorial includes three modules: Module 1 discusses periodical source types and the difference between popular and scholarly sources. Module 2 provides an introduction to finding books and articles using the online catalog and databases. Module 3 discusses plagiarism and source use. Each module includes an online quiz. All ENG 100 A students and instructors will have a library tab on their Isidore homepage where they can access the tutorials. Once all students in your

section have completed the tutorial, you will receive their quiz scores via email from the library.

ENG 100B Catalog Description

Second half of year-long introductory composition course focused on personal and academic literacies, with an emphasis on expository writing. Instruction and practice in developing college-level reading, writing, research, and critical thinking skills. Emphasis is on a process approach to writing effective academic prose. Prerequisite(s): ENG 100A.

Intercultural Sections of ENG 100

To support our international students and to provide native English speakers with opportunities to explore literacy from a global perspective, the English Department has developed “intercultural” sections, which bring together second language learners as well as native speakers of English through a focus on reading and writing in a global context. Typically, these sections are designated by a D or L as part of the section number (e.g., ENG 100 L3, ENG 100 D2).

The Core Program: ASI 110 & 120

First-year students majoring in American studies, art history, and the humanities, as well as select honors students in the Department of Teacher Education and the School of Business fulfill their writing requirement by taking ASI 110 and ASI 120 as part of the Core Program. In Core, students study English, history, philosophy, and religious studies in an integrated program. Students take ASI 110 (Core Integrated Studies: Development of Western Culture in a Global Context) during the fall semester and ASI 120 (Core Integrated Studies) during the spring semester. Completion of ASI 120 counts as completion of ENG 200. Core completes a student’s Humanities Commons requirements.

ENG 114 First-Year Writing Seminar

Catalog Description

A variable theme-writing seminar focused on academic writing, research, and argumentation practices for engaging public discourses. The course is an examination of contemporary social problems through practices of sustained critical inquiry, with the goal of contributing in writing to public discourses. Open by permission.

Focus

ENG 114 is a course for students who demonstrate high writing proficiency and therefore will fulfill the Second-Year Writing Requirement of CAP in their first year. ENG 114 focuses on academic writing, research, and argumentation for a public audience. As part of the Humanities Commons, this course requires students to consider academic reading and writing as means of exploring and responding to contemporary social problems. Students will read and produce texts (widely conceived) that interrogate, synthesize, and otherwise respond to public discourses

about social problems. In doing this, students will contribute to the common good by understanding and participating in relevant contemporary issues.

ENG 114 Course Learning Outcomes (CLO)

Upon completion of ENG 114, students should be able to:

CLO 1. Demonstrate critical reading of texts.

Students will read a variety of primary texts closely and critically (including self-critically). ENG 114 introduces students to the practices of close, contextual reading as a foundation for written response. ENG 114 reinforces HCSLO 1 while acknowledging that what makes a "primary text" differs from one discipline to another.

CLO 2. Produce well-researched and supported arguments that appeal to public audiences.

Students will analyze, in writing, a variety of texts contributing to larger historical conversations, debates, and traditions and as resources for understanding and appreciating the complexities of human identity, dignity, and experience. As a writing course, students in ENG 114 will be required to produce a variety of analyses and responses to texts that situate particular histories, debates, and traditions. Individual instructors will determine, as appropriate to the course theme, the specific types of public audiences and genres of writing that students will produce.

CLO 3. Respond to diverse perspectives on social inequalities.

Students will develop an understanding of their place in community, country, and world in relationship to multiple others, with particular attention to differences - such as class, gender, (dis)ability, and race - upon which social inequalities are constructed and maintained. ENG 114 course outcome 3 requires that students respond to diverse perspectives on social inequality, thereby not only acknowledging differences, but responding to how these differences (re)produce imbalances of power. This outcome could be achieved through a discussion of themed readings on social inequities.

CLO 4. Engage in a process of inquiry culminating in a research project that responds to a contemporary social problem.

Drawing on the course theme and content as well as the recursive and integrating practices of research, students will work to develop arguments that examine contemporary social problems, a practice that requires students to think broadly about the interdisciplinary connections of their research topic and to integrate source material toward a greater understanding of their topic and argument.

Students will also examine the question of what it means to be human from a disciplinary perspective, and in the process make connections among disciplines

and develop an appreciation for the ways in which learning is a process of integrating knowledge.

Through the production of a research project, students will understand and practice academic honesty as foundational to the making and sharing of knowledge as a community of learners that is both local and global. Students in ENG 114 will learn to effectively document material from outside sources and, perhaps more importantly, understand the importance of attribution in the production of their own contributions to public conversations on contemporary social problems.

CLO 5. Reflect upon the habits of research and argumentation as inherited from the Catholic Intellectual Tradition.

Students will engage central concepts of Catholic Intellectual Tradition as they contribute to humanistic inquiry and reflection in the relevant academic discipline. Students in ENG 114 will reflect upon the practices of research and argumentation with respect to the histories, research processes, and/or texts as inherited from the Catholic Intellectual Tradition.

ENG 114 Readings and Textbooks

Faculty select their own readings for this course, provided the material used supports the student learning outcomes of the course. There are no required textbooks or handbooks.

ENG 114 Writing Assignments

Formal Writing Assignments

Students should follow a process approach to writing and produce approximately 18 pages of university-level prose (not counting revisions). One of these writing assignments must involve significant library research including the use of the Roesch Library catalogue and databases. Writing assignments may take a variety of appropriate forms of college-level prose and should be designed as well as sequenced to enable students to achieve the learning outcomes for this course.

Diagnostic Essay

All students should write a brief diagnostic essay at the beginning of the course in response to a prompt of the instructor's choosing. The primary purpose of the diagnostic essay is to give the instructor a sense of students' writing abilities early in the course so that the instructor can teach as effectively as possible to each class. If a student's diagnostic essay strongly suggests that he or she has been placed in the wrong course, contact the Director of the Writing Program. Individual placement issues should not be discussed with students.

First-Year Immersion Experience

Through a partnership with the Dayton Performing Arts Allegiance, first-year students attend a performance of the Dayton Philharmonic, Dayton Opera, or

Dayton Ballet. This annual event allows students to experience the ways the performing arts inform and provide insight into the human condition. For 2018-19, students will attend *Dracula: Bloodlines* by the Dayton Ballet. The Humanities Commons theme for this year is Power and Vulnerability. You may want to include an assignment or activity related to the First-Year Immersion Experience. For more information, visit the Humanities Commons website or the Humanities Commons Resource page on Isidore. For details and access to the Isidore site, contact the College of Arts and Sciences Coordinator at 229-2658.

Library Research

Library Tutorial

Students in all sections of ENG 114 are required to complete the English department's online Library Tutorial. The tutorial includes three modules: Module 1 discusses periodical source types and the difference between popular and scholarly sources. Module 2 provides an introduction to finding books and articles using the online catalog and databases. Module 3 discusses plagiarism and source use. Each module includes an online quiz. All ENG 114 students and instructors will have a library tab on their Isidore homepage where they can access the tutorials. Once all students in your section have completed the tutorial, you will receive their quiz scores via email from the library.

Library Session

All sections of ENG 114 are required to visit the Roesch Library during the course of the semester for instruction provided by one of the library's instructional faculty. The ideal time for a library session is after students have determined their research topics and before the formal writing assignment is due. To schedule this session, contact the library's Coordinator of Instruction and Reference, Heidi Gauder (229-4259) before midterm.

ENG 198 Honors Writing Seminar

First-year students who elect to take part in the Honors Program will be placed in ENG198. This single course completes the University's writing requirement.

Catalog Description

Variable theme composition course focused on academic writing, research, and argumentation. Examination of a particular topic through sustained critical inquiry, with the goal of contributing to a scholarly conversation in writing. Open to first-year students who accepted the invitation to the Honors Program.

Focus

This course is a variable theme-writing course focused on academic writing, research, and argumentation. The course introduces students to the practices of scholarship and inquiry that will comprise their experience as Honors students at the University of Dayton. Student will develop their reading, writing, research, and critical thinking abilities by participating in projects that include—for example, conducting research for a

thesis project, working as a research assistant on faculty projects, and sharing their work in appropriate academic venues (i.e., professional conferences, Berry Summer Institute, the Stander Symposium, etc.) This course emphasizes collaborative, shared experiences for students centered on introductory engagement with the practices of scholarship and inquiry that typify written academic discourse.

ENG 198 Course Learning Outcomes (CLO)

Upon completion of ENG 198, students should be able to:

CLO 1. Demonstrate critical reading of texts.

Students will read a variety of primary texts closely and critically (including self-critically). ENG 198 reinforces HCSLO 1 while acknowledging that what makes a "primary text" differs from one discipline to another. Individual instructors will determine the specific types of writing the students will produce as well as the rubrics or criteria by which assignments are evaluated. ENG 198 is a course centered on the close reading of texts as a way to introduce students to the conventions of academic writing, with attention to the way writers construct and sustain an argument for academic audiences. Produce well-researched and supported arguments that contribute to a scholarly conversation.

CLO 2. Produce well-researched and supported arguments that contribute to a scholarly conversation.

Attainment of CLO 2: Students will analyze, in writing, a variety of texts contributing to larger historical conversations, debates, and traditions and as resources for understanding and appreciating the complexities of human identity, dignity, and experience. Students in ENG 198 will be required to produce a variety of analyses and responses to texts that situate particular histories, debates, and traditions. As part of this process, students will employ academic conventions and scholarly writing practices (e.g., developing research questions, identifying credible sources, engaging and incorporating the arguments of others into their own discourse, and using an appropriate citation format). An assignment, which could be given in which students contribute to scholarly conversations for an academic audience, might be a literature review or annotated bibliography.

CLO 3. Engage in a process of inquiry culminating in a research project addressed to an academic audience.

Students will demonstrate an understanding of their place in community, country, and world in relationship to multiple others, with particular attention to differences - such as class, gender, and race - upon which social inequalities are constructed and maintained.

CLO 4. Respond in writing to diverse perspectives on social inequalities.

Students will respond to diverse perspectives on social inequality, thereby not only acknowledging differences, but also responding to how these differences (re)produce social imbalances of power.

CLO 5. Reflect upon the habit of scholarly inquiry and argumentation as inherited from the Catholic Intellectual tradition.

Students reflect upon the practices of academic discourse, scholarly inquiry, and argumentation with respect to the histories, research processes, and/or texts as inherited from the Catholic Intellectual Tradition.

ENG 198 Readings and Textbooks

Faculty select their own readings for this course, provided the material used supports the student learning outcomes of the course. There are no required textbooks or handbooks. If you would like to review copies of current composition textbooks and handbooks, please contact the Director of the Writing Program.

ENG 198 Writing Assignments

Formal Writing Assignments

Students should follow a process approach to writing and produce approximately 18 pages of university-level prose (not counting revisions). One of these writing assignments must involve significant library research including the use of the Roesch Library catalogue and databases. Writing assignments may take a variety of appropriate forms of college-level prose and should be designed as well as sequenced to enable students to achieve the learning outcomes for this course.

Diagnostic Essay

All students should write a brief diagnostic essay at the beginning of the course in response to a prompt of the instructor's choosing. The primary purpose of the diagnostic essay is to give the instructor a sense of students' writing abilities early in the course so that the instructor can teach as effectively as possible to each class. If a student's diagnostic essay strongly suggests that he or she has been placed in the wrong course, contact the Director of the Writing Program. Individual placement issues should not be discussed with students.

First-Year Immersion Experience

Through a partnership with the Dayton Performing Arts Allegiance, first-year students attend a performance of the Dayton Philharmonic, Dayton Opera, or Dayton Ballet. This annual event allows students to experience the ways the performing arts inform and provide insight into the human condition. For 2018-19, students will attend *Dracula: Bloodlines* by the Dayton Ballet. The Humanities Commons theme for this year is Power and Vulnerability. You may want to include an assignment or activity related to the First-Year Immersion Experience. For more information, visit the Humanities Commons website or the Humanities Commons Resource page on Isidore. For details and access to the Isidore site, contact the College of Arts and Sciences Coordinator at 229-2658.

Library Research

ENG 198 requires that all students produce at least one formal assignment that uses significant library research.

Library Tutorial

Students in all sections of ENG 198 are required to complete the English department's online Library Tutorial. The tutorial includes three modules: Module 1 discusses periodical source types and the difference between popular and scholarly sources. Module 2 provides an introduction to finding books and articles using the online catalog and databases. Module 3 discusses plagiarism and source use. Each module includes an online quiz. All ENG 198 students and instructors will have a library tab on their Isidore homepage where they can access the tutorials. Once all students in your section have completed the tutorial, you will receive their quiz scores via email from the library.

Library Session

All sections of ENG 198 are required to visit the Roesch Library during the course of the semester for instruction provided by one of the library's instructional faculty. The ideal time for a library session is after students have determined their research topics and before the formal writing assignment is due. To schedule this session, contact the library's Coordinator of Instruction and Reference, Heidi Gauder (229-4259) before midterm.

ENG 200 Writing Seminar II

Catalog Description

Variable theme composition course focused on academic discourse, research, and argumentation. Instruction and practice in developing reading, writing, and research skills introduced in ENG 100 and employed across the curriculum. Emphasis is on rhetorical analysis and a process approach to writing effective academic arguments.

Focus

ENG 200, the second-year writing seminar, is designed for students who completed ENG 100 at UD. This course is a variable theme writing course focused on academic reading and writing as well as research and argumentation. In this course, students further develop their reading, writing, research, and critical thinking abilities as they come into contact with the ways that at least three disciplines engage a particular theme, which is selected by the instructor. In addition, by studying scholarship across disciplines, students should develop rhetorical awareness about the arguments, approaches, and other conventions of these disciplines. Students should also develop a process approach to writing such that by the end of the course it has become the process that they use for all of their writing at the University.

ENG 200 Course Learning Outcomes (CLO)

Although ENG 200 is a course within the Common Academic Program (CAP), it is unique in that it is a second-year course.

Upon completion of ENG 200, students should be able to demonstrate the following:

- CLO 1. Write about primary and secondary texts on the course theme in a manner that reflects the ability to read critically;
- CLO 2. Engage in a process approach to writing college-level prose;
- CLO 3. Produce rhetorically effective college-level expository prose;
- CLO 4. Produce well researched academic arguments and appeals that are documented in accordance with the MLA style manual;
- CLO 5. Examine one topic from at least three disciplinary perspectives, two of which are in the Humanities Commons; and,
- CLO 6. Examine one topic with attention to differences such as race, class, gender, and/or sexuality.

ENG 200 Readings and Textbooks

There are no required textbooks or handbooks for this course. Faculty select their own readings, provided the material used supports the course student learning outcomes. Faculty should assign scholarly readings from each of the three disciplines through which the course theme is explored. At least two of those disciplines must be in the Humanities Commons (English, Philosophy, History, and Religious Studies). If you would like to review copies of current composition textbooks and handbooks, please contact the Director of the Writing Program. ENG 200 Writing Assignments
There are no required writing assignments in this course.

Formal Writing Assignments

Students should follow a process approach to writing and produce approximately 18 pages of university-level prose (not counting revisions). One of these writing assignments must involve significant library research including the use of the Roesch Library catalogue and databases. Writing assignments may take a variety of appropriate forms of college-level prose and should be designed as well as sequenced to enable students to achieve the learning outcomes for this course.

Diagnostic Essay

All students should write a brief diagnostic essay at the beginning of the course in response to a prompt of the instructor's choosing. The primary purpose of the diagnostic essay is to give the instructor a sense of students' writing abilities early in the course so that the instructor can teach as effectively as possible to each class. If a student's diagnostic essay strongly suggests that he or she has been placed in the wrong course, contact the Director of the Writing Program. Individual placement issues should not be discussed with students.

Library Session

All sections of ENG 200 are required to visit the Roesch Library for instruction by one of the library's instructional faculty. The ideal time for a library session is after students have determined their research topics and before the writing assignment is due.

Line by Line: A Journal of Beginning Student Writing

Published each fall and spring semester, *Line by Line: A Journal of Beginning Student Writing* showcases outstanding student work from the First- and Second-Year Writing Program courses (ENG 100, 114, 198, 200, ASI 110, and ASI 120). Any writing or digital project created for a class assignment during the current semester is eligible for publication in the subsequent semester's issue. Awards are given for outstanding student writing in each issue. Works published in the journal and its archives also serve as excellent models for students in your writing courses.

Encourage your students to submit work you believe demonstrates exemplary student writing, critical thinking, and, if applicable, creative presentation. Feel free to ask students to polish their work by revising and editing, visiting the Knowledge Hub, or, if you prefer, working with you. All formats are accepted, from traditional essays to multimodal digital media.

The mission of *Line by Line* is to showcase exemplary student writing and digital composition, give students the opportunity to have their work shared publicly, and serve as a permanent repository for the wide variety of writing and scholarship that is happening in UD's First- and Second-Year Writing Program. Visit the journal's website at <http://ecommons.udayton.edu/lxl> for more information. If you have any questions, please contact the Director of the Writing Program.

Orpheus

Orpheus, an art and literary magazine, began publishing student writing in 1903 when it was called *The Exponent*. *Orpheus* is published twice a year entirely by students. It promotes the arts through its publication, chalk murals, talent shows, and poetry readings. Students contribute their own work, which can include painting, photography, essays, short stories, poetry and more. *Orpheus* offers many areas of involvement. Students may work as editors, in magazine publicity, and in sales. Its office is located in Kennedy Union. Contact them at their Facebook page <https://www.facebook.com/orpheusmag> or email orpheus.magazine@gmail.com.

Assessment of the Writing Program

The Department of English conducts an assessment of the First- and Second-Year Writing Program at the end of the fall and spring semesters. To enable that assessment, faculty teaching any of the courses in the program (i.e., ENG 100, ENG 100A/B, ENG 114, ENG 198, ENG 200, ASI 110/120) may be asked to submit a select number of student folders ("portfolios") at the end of each semester. Instructors do not need to grade portfolios—they only need to make sure students keep all of their work in a folder in case the course is selected for assessment.

As the end of the term approaches, faculty teaching sections selected for assessment will receive an email from the Director of the Writing Program that details the portfolio assessment process.

It is the responsibility of these faculty members to collect portfolios from their students. Student folders submitted for assessment should include the following:

1. An assignment sheet for each formal writing assignment in the course
2. At least one draft of each formal writing assignment
3. The final version of the formal writing assignment

Students may submit either graded or ungraded versions of their written work.

Assessment data indicate that students tend to write over previous drafts of their papers thereby eliminating them. **Thus, it is important that all faculty notify students that they are expected to save at least one draft of each formal writing assignment (either in hard copy or electronic copy) so that they can submit a complete folder of their work at the end of the term.**

Teaching in the Writing Program

At the Beginning of the Term

At the beginning of each term, all faculty teaching composition are required to:

- Design a course syllabus that includes the following:
 - Faculty contact information (including weekly office hours)
 - UD Catalog description of the course
 - Student learning outcomes for the course as listed in this handbook
 - Policy regarding the collection of student work at the end of the term including how and when folders will be collected and what students should include within them
 - Attendance policy (see “Student Attendance & Problems”)
 - Explanation of grading for all formal and informal assignments
 - Policies regarding student submission of papers
 - Policies regarding academic honesty and plagiarism (see “Academic Dishonesty and Plagiarism”)
 - Policies regarding students with disabilities and identification of resources available to them (see “Office of Learning Resources Syllabus Statement”)
 - Descriptions of major writing assignments
 - Daily course schedule
- Submit an electronic copy of each syllabus (including course schedule) to an English Department administrative assistant
- Review the syllabus thoroughly with students during the first week of class and make it available to all students in hard copy and/or through Isidore
- Obtain and evaluate a diagnostic writing sample from each student
- Consult the Director of the Writing Program if any concerns arise concerning student placement
- Schedule a library instruction session for sections of ENG 114, 198, 200, and ASI 120 with Heidi Gauder (229-4259)

Throughout the Term

Throughout each term, instructors are required to:

1. Calculate and submit mid-term grades for **first-year students only** (ENG 100, 114 and ENG 198) as requested by the Registrar
2. Prepare and execute daily lesson plans that are designed to enable students to achieve the student learning outcomes of the course
3. Design all writing assignments in order to enable students to achieve the student learning outcomes of the course
4. Grade all writing assignments and return them to students within two weeks of collecting them
5. Hold regular, posted office hours (a minimum of six hours per week or two hours per week per section being taught by the faculty member)
6. Address students' concerns in class and during office hours
7. Resolve problems as they arise
8. Facilitate observations of teaching when requested by the Department Chair
9. Arrange for someone to teach a session of a class if you are unable to do so, and notify the English Department office if you must be absent
10. Notify the English Department office if your class will be meeting outside of the assigned classroom and/or time on any given date in order to facilitate re-direction of students, if needed
11. When possible, attend relevant professional development workshops

At the End of the Term

At the end of the term, instructors are required to:

1. Calculate and submit final course grades in accordance with the procedures and by the deadline set by the Registrar
2. Respond appropriately and in a timely way to any student concerns or queries about final grades in the course
3. If requested by the Director of the Writing Program, submit a select number of student portfolios
4. If requested by the Director of the Writing Program, submit a teaching portfolio that includes your course syllabi, assignments, activities, and a completed course reflection form (distributed by the DWP).

Textbooks

To order textbooks and/or examination copies, please contact the UD bookstore. Course book orders are typically requested months in advance of the semester in which the course will be taught. For sample copies of composition handbooks and textbooks, please see the Director of the Writing Program. For assistance with textbook orders, contact a department administrative assistant.

Office Hours

Faculty teaching in the writing program are required to hold a minimum of six office hours per week or two office hours per week for each section of composition they teach. These hours should be posted outside office doors and should be identified on the syllabus.

Student Attendance & Problems

The Department of English follows the University of Dayton's **first-year** attendance policy. **For first-year students, the allowable number of absences in the fall or spring term is equal to twice the meeting times a week (or four class days in any summer session). For example, a student enrolled in a course that meets on Monday, Wednesday, and Friday is permitted six absences per term.**

Any undergraduate student who has not accrued 30 semester hours of credit is considered a first-year student. There is no university-wide attendance policy beyond the first year. You are free to create your own attendance policy in ENG 200 (for sophomores).

If a student exceeds this number or if you have any other ongoing concerns about a student in any of your courses, it is important to notify the student's dean. An online "early alert" system has been established for this purpose. Please see the Director of the Writing Program for information on how to submit a notification to a dean.

Final Exams

Although the University of Dayton requires that all courses include a final exam given during finals week, writing program courses are considered studio courses and, therefore, are exempted from this policy. The English Department expects that faculty teaching these courses will collect a formal writing assignment of revised work during finals week. If you decide to give a final exam, no finals are to be given during the last week of class.

Grading Scale

The most frequently used grading scale at the University of Dayton is the letter grade scale. Letters are used and translated into grade percentages based on the following system:

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

Support for Teaching English Language Learners

As part of its internationalization initiative, the University of Dayton is successfully recruiting increasing numbers of international students. International students are required to successfully complete ENG 100 and ENG 200.

To assist faculty in the delivery of the writing program curriculum to students who are not native speakers of English, the English Department and the Learning Teaching Center (LTC) regularly offer faculty development opportunities on teaching second language learners. In addition, the Teaching a Global Student Community (TAGS) website provides excellent information and resources on how to successfully teach a linguistically and culturally diverse student body. Visit TAGS at <http://www.udayton.edu/ltc/development/tags/>. For more information, contact the Director of Writing Programs.

Policies and Procedures for Distributing Course Materials

Isidore Course Site

To reduce waste and costs, the English Department strongly recommends that faculty make course materials available to students through the Isidore course management site (<http://isidore.udayton.edu>). Once materials are posted on Isidore, students can access those materials from any computer that is connected to the Internet.

To learn more about Isidore and for help setting up your course site, contact the Learning Teaching Center (LTC) E-Learning Lab at 229-5039 and visit https://www.udayton.edu/udit/communications_collaboration/e-learning/Tips/index.php. In addition, the LTC offers a number of faculty training sessions throughout the year on learning to use Isidore and its many tools.

Departmental Photocopying Machine

Hard Copies

Faculty may produce hard copies of course materials on the Department's photocopying machine, located across the hall from the English Department main office. Each faculty member will be given a code for the photocopier (the number "2" plus the last four digits of his/her social security number). For help with the photocopier, see one of the Administrative Assistants in the English Department main office.

Scans

To save paper and costs, faculty are encouraged to scan documents to create PDF files that can then be posted in Isidore or emailed to students. Faculty may scan documents themselves, or they may fill out a request form (available in the copy room). Departmental staff will then scan the materials with 48 hours advance notice and email the file(s) to the faculty member.

E-Reserves

You can post your course materials on your Isidore site or you may use the Roesch Library's electronic and hard copy course Reserves service for material of any length. Once material is put on E-Reserves, students can access it online through Isidore. To use E-Reserves, contact Rachael Foster in Roesch Library (229-4301).

Academic Dishonesty and Plagiarism

The following excerpts are from the University of Dayton's "Academic Honor Code" section on Academic Conduct. To see the entire honor code, please visit

<http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/theacademichonorcode/>.

From Section III: Standards of Conduct

Regardless of motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes:

A. Cheating on Exams or Other Assignments

Cheating on examinations consists of willfully copying or attempting to consult a notebook, textbook, or any other source of information not authorized by the instructor; willfully aiding, receiving aid, or attempting to aid or receive aid from another student during an examination; obtaining or attempting to obtain copies of any part of an examination (without permission of the instructor) before it is given; having another person take the exam; or any act which violates or attempts to violate the stated conditions of an examination. Cheating on an assignment consists of willfully copying or attempting to copy all or part of another student's assignment or having someone else complete the assignment when class assignments are such that students are expected to complete the assignment on their own. It is the responsibility of the student to consult with the instructor concerning what constitutes permissible collaboration and what materials are allowed to be consulted.

B. Committing Plagiarism or Using False Citations

Plagiarism consists of quoting or copying directly from any source of material without appropriately citing the source and identifying the quoted material; knowingly citing an incorrect or fabricated source; or using ideas (i.e., material other than information that is common knowledge) from any source of material without citing the source and identifying the borrowed material. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Instructors may use various methods to assess the originality of students' work, such as plagiarism detection software.

C. Submitting Work for Multiple Purposes

Students are not permitted to submit their own or other's work (in identical or similar form) for multiple purposes without the prior and explicit approval in writing of all instructors to whom the work will be submitted. This includes work

first produced in connection with classes at the University of Dayton as well as other institutions attended by the student or at places of employment.

D. Submitting False Data or Deceptive Information

The submission of false data is a form of academic fraud. False data is that which has been fabricated, altered, or contrived in such a way as to be deliberately misleading or to fit expected results. Deception is defined as any dishonest attempt to avoid taking examinations or submitting assignments at the scheduled times by means such as a forged medical certification of absence. Deception also includes falsifying class attendance records or failing to reveal that someone falsified your attendance. Extenuating circumstances such as a personal illness, death in the family, etc. must be negotiated with the instructor.

Plagiarism Penalties and Procedures

Here are the steps to take if you suspect a violation. The online form you should use to report a violation can be accessed on Porches under the Faculty Tab in “Faculty Tools” section (see “Honor Code Violation Incident Report Form”).

The following information is taken from Section V and VI of the “Academic Honor Code.”

From Section V. Procedure When an Honor Code Violation is Suspected

- A. Instructors are required to investigate all suspected violations of academic dishonesty and report all those confirmed to have occurred using the following procedure.
 - Initial Notification: Within 10 business days of becoming aware of a possible honor code violation, the instructor will notify the student of the incident via university e-mail and, if possible, in person. The instructor will disclose to the student the requirement of attending a “student meeting” to maintain access to the appeal process.
 - Honor Code Violation Incident Report: The instructor will prepare the Honor Code Violation Incident Report describing the incident and the identified consequences in advance of the student meeting. If a student meeting occurs, the report will be shared with the student during the meeting. The student will sign the report in acknowledgement of the report. The student’s signature on the report does not represent his/her acceptance of responsibility for the incident, nor does it limit the student’s access to the appeal process described in Section VI.
 - Student Meeting: The instructor will make a reasonable effort to meet with the student within 5 business days of the initial notification to discuss the situation. If the instructor determines that no honor code violation has occurred, then no further action is taken, and the incident report is discarded. If the instructor determines a violation has occurred, he/she will identify and discuss with the student an appropriate consequence. If the instructor's reasonable efforts fail to result in a student meeting, the instructor will proceed as though a violation did occur.

- Within five business days of the student meeting, or within five business days of the initial notification in the absence of a student meeting, the instructor will forward the Incident Report to the office of the student's dean and send a copy to the chair/program director of the department/program in which the incident took place.
- B. Dean's offices are required to review and maintain records of all received Incident Report Forms for academic honor code violations.
- Incident Review: The student's dean's office will review the incident report and any previous violations of the honor code by the student. Appropriate additional consequences, if any, will be identified. In some circumstances, such as multiple or egregious violations, these additional consequences may include dismissal from the University.
 - Filing Date: Within five days of receipt of the incident report, the dean's office will notify the student of the filing, any additional consequences, and the details of the appeal process.
 - Maintaining Incident Reports: The student's dean's office(s) will maintain a copy of the incident report as part of the student's academic record. Should the student transfer between units, the student's entire academic record, including the incident report will be transferred between the units involved. Disclosure of the existence and content of the report to any internal or external party shall be controlled by the respective dean's office and governed by applicable University policy on disclosure of student academic records.

From Section VI. Appeal Procedures

A student may appeal the filing of an Honor Code Violation Incident Report and/or any consequences identified by the instructor. The absence of the initiation of, or continuation of, an appeal within identified time frames will be interpreted as the student's acceptance of responsibility for the Academic Honor Code violation and acceptance of the identified consequences. The student must adhere to the steps and timelines of the appeal procedure.

- A. The student's first level of appeal is with the instructor during the student meeting. If the student fails to participate in a student meeting within five business days of the initial notification, no further appeal will be available.
- B. If the student meeting results in the filing of an incident report, the student may appeal the action and/or the identified consequences to the chair/program director of the department of the course in which the incident occurred within 10 business days of the Filing Date. (Note: In the event that the department chair/program director, or any other faculty member participating in the appeal process, is also the instructor of the course in question, appropriate arrangements should be made to replace that person during the appeal process.)
- The student must submit a written account of the incident details and an explanation of his/her reasons for an appeal. The student may include written statements from any person relevant to the incident.
 - The chair/program director will use reasonable means, including meeting with the instructor and student, to reach an appeal decision within thirty calendar days of the student's written appeal.

- The chair/program director will communicate her/his decision to the student in writing, and send a copy of the decision to the instructor and the student's dean's office.
- C. The student or instructor may appeal, in writing, the decision of the chair/program director within ten business days of receiving the written decision.
- The chair/program director will form a department academic misconduct review committee composed of at least two full-time faculty (preferably tenured faculty) and one student. Undergraduates should serve on department misconduct review committees in cases of suspected undergraduate violations, and graduate students should serve in cases of suspected graduate student violations. Students should also note that "department grade appeals" committees should not be used in cases in which grades have been lowered because of academic misconduct.
 - The chair/program director will provide a copy of the incident report to the department academic misconduct review committee, and the committee will use reasonable means, including meeting with the instructor and student, to reach an appeal decision.
 - The department misconduct review committee will make known its decisions and the reasons for its decision in writing to the student, instructor, department chair/program director, and the student's dean's office within thirty calendar days of the student's or instructor's written appeal.
- D. The student or instructor may appeal, in writing, the decision of the department review committee to the dean's office of the unit in which the incident occurred within 10 business days of receiving the written decision from the department misconduct review committee.
- The dean's office will obtain a copy of the incident report, as well as the report of the department misconduct review committee, from the department chair/program director of the department in which the incident occurred.
 - The dean's office will obtain additional information, as needed, to evaluate the appeal.
 - The dean's office will make known its recommendations and the reasons for its recommendations in writing to the student, instructor, department chair/program director, and the student's dean's office within thirty calendar days of the written appeal.
- E. A student may appeal any additional consequences identified by the student's dean's office. The absence of the initiation of, or continuation of, an appeal within identified time frames will be interpreted as the student's acceptance of the identified consequences. The student must adhere to the steps and timelines of the appeal procedure.
- Any appeal of the filing of the incident report and/or instructor-identified consequences must be resolved prior to the initiation of an appeal of any additional consequences from the dean's office.
 - The student may initiate an appeal of additional consequences from the dean's office, including dismissal from the university, by meeting with a representative

of the dean's office within five business days of the filing date of the incident report or, in situations in which an appeal of the incident report and/or instructor-identified consequences has occurred, within five business days of the final decision on the initial appeal. During the meeting, the student and dean's office representative will discuss the reasons for the identified consequences and the student's concerns.

- F. If the student is not satisfied with the results of the meeting with the dean's office representative, a final appeal may be made, in writing, to the Provost within ten business days after the meeting. The Provost must make known his or her decision in writing, to the student, and the student's dean's office, within thirty calendar days. The final authority rests with the Provost.

Detecting Plagiarism

The library has purchased a site license for Turnitin.com. This service compares student papers against materials in its own database as well as Internet websites. Use of this service is optional and is available to anyone teaching a UD course.

Turnitin.com is linked to Isidore. For faculty who have an Isidore website, follow these instructions for using turnitin.com:

1. Go to <http://isidore.udayton.edu>.
2. Log in with your University login.
3. Click on the tab of the course you wish to use.
4. Click on the "Assignments" tab on the left.
5. Click the "Add" link to create an assignment.
6. In the drop-down box for "Student Submissions," select "Attachments only."
7. Under "Turnitin Plagiarism Detection," check the box that says "Use Turnitin to check submissions for plagiarism." If you want your students to be able to view their originality reports, check that box as well.
8. Click "Post" to publish your assignment.

Once students have submitted their papers, click the link associated with the paper under "In/New." Placing your cursor on the colored (ranging from green to red) box under "Turnitin" that corresponds to each student's paper will show you the percentage of the paper that matches other sources. Clicking on this link will launch the Turnitin "originality report" of the student's paper.

Turnitin.com can also be an effective plagiarism prevention tool when students use it to review their drafts. Faculty using Turnitin.com via Isidore may encourage or require students to check their own "originality reports" on a draft before submitting the final version for grading.

Faculty instructions for using Turnitin.com without an Isidore page:

1. Go to <http://www.turnitin.com> and sign up as a new user.
2. Fill out user registration forms. Create a password, which will be a combination of letters and numbers.
3. Go to the login page. Log in as faculty user with your new password.

4. Locate the “Join new account” button and follow the instructions.
5. Fill out the school affiliation account registration form: Account ID = 16487;
Password =
dayton1850.
6. Locate “Add class” button to begin.
7. Follow directions for creating classes and assignments. After you have done this preliminary work, you can begin submitting papers.

In addition, the reference librarians offer a faculty seminar on cyber cheating that covers plagiarism problems and solutions. Contact Heidi Gauder (229-4259) for more information.

If you have any questions or concerns about student plagiarism, please contact the Director of the Writing Program.

Computer and A/V Resources

UDit

Faculty should take advantage of seminars, self-paced tutorials, and certification programs offered by UDiT. These programs will increase skills in Word, Excel, Front Page, and PowerPoint software. The schedule for training sessions is a generous one. For information, please visit: <http://training.udayton.edu>.

Audio-Visual Equipment

Most classrooms are equipped with a computer and a digital projector. For those classrooms that are not, or for additional needs, order audiovisual equipment through UDiT by completing their online request form at https://www-secure.udayton.edu/udit/classroom_event/request_equipment.php. All orders must be placed by 4 p.m. one business day prior to the day equipment is needed. A request for equipment needed for a Monday class should be submitted no later than 4 p.m. the previous Friday.

E-Mailing Students in Your Class

Using Gmail

1. Access the Internet and log into Porches.
2. Click on the “UD mail” link. This will redirect you to your UD Gmail account.
3. Select “Compose.”
4. Enter the last two digits of the year (e.g., 18 or 19); find your course number in pop-up list that appears and select it. Make sure the correct semester appears.
5. This will send your email to your entire class.

Using Isidore

To send an email to all students in a class through Isidore, complete the following steps:

1. Access the Internet and go to Isidore: <http://isidore.udayton.edu>.
2. Log in with your University login.
3. Click on the tab of the class you wish to send a message.
4. Click the “Messages” tab on the left.
5. Click “Compose Message.”
6. In the drop-down box, click “All Participants.”
7. If you wish to send a copy of the message to students’ Gmail email accounts, select the box next to “Also send a copy to recipients’ University E-mail address (es).”
8. After composing your message, click “Send.”

Student Services & Syllabus Statements

Feel free to incorporate the following prepared informational statements into your syllabus.

Line by Line Syllabus Statement

Instructors are encouraged to include the following statement in their syllabi regarding the *Line by Line* journal:

Publish Your Writing in *Line by Line*

Published each fall and spring semester, *Line by Line: A Journal of Beginning Student Writing* showcases outstanding student work ENG 100, ENG 114, ENG 198, ENG 200, ASI 110, and ASI 120. Any writing or digital project created for an assignment in this course is eligible for publication in the journal's next issue. Awards are given for the most outstanding student writing in each issue. Work selected for publication should demonstrate clear writing, critical thinking, and, if applicable, creative presentation. Please talk to me if you are interested in submitting your work in this course for publication. To learn more about *Line by Line*, visit <http://ecommons.udayton.edu/lxl>.

The Knowledge Hub Syllabus Statement

The Knowledge Hub is a unique resource in the Roesch Library that combines the Write Place and Roesch Library reference services. Writing consultants and reference librarians encourage, guide, and support student writers on any writing assignment and at any stage of the writing process. Please note that writing consultants do not proofread papers nor do they tell writers what to write. Consultants ask questions, offer feedback, and strongly encourage student writers to talk through the thinking and planning process that is central to all stages of the writing process.

Composition instructors should strongly encourage their students to use this free support service. The Knowledge Hub is located on the first floor of the Roesch Library.

Knowledge Hub Syllabus Statement

Instructors are invited to include the following statement in their syllabi regarding the Knowledge Hub services:

The Write Place and Roesch Library's reference services have united in a space called the Knowledge Hub on the first floor of Roesch Library. In the Knowledge Hub, all UD students can receive free research and writing assistance on any assignment, at any stage of the writing process. No appointments are necessary though you're welcome to make one; call 937-229-4270.

Drop-in hours are 10 a.m. to 8 p.m. Monday through Thursday; 10 a.m. to 2 p.m. Friday; and 4 to 8 p.m. Sundays. Information on research and writing support services for the Fall 2018 may be found on the website below.

For more information, visit the first floor of Roesch Library. For details about services provided by either the Write Place or Roesch Library, see the Knowledge Hub website:

http://www.udayton.edu/libraries/borrowing_hours_and_services/knowledge_hub.php.

Office of Learning Resources Syllabus Statement

Instructors should include the following statement in their syllabi regarding the Office of Learning Resources services:

The Learning Teaching Center's Office of Learning Resources (OLR) is a learning resource for all students at the University of Dayton. OLR offers a wide variety of services to assist you in achieving academic success at the University, including study skills classes and workshops, tutoring and consultations, disability screenings, and a web site with many resources (go.udayton.edu/learning). Please contact OLR at 937-229-2066 (TTY 937.229.2059 for deaf/hard of hearing) or visit their office on the ground floor of Roesch Library (LTC 023) if you would like to talk about how you could become a more effective learner.

Students with Disabilities

If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. It is important that we have this conversation early in the semester. If you determine that disability-related accommodations beyond what I can offer are necessary, please contact the LTC's Office of Learning Resources (OLR) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. OLR staff can also help you learn the procedures for emergency building evacuation in the event that they are needed. For more information about disability services at the University of Dayton, please contact OLR at 229-2066 (TTY 937.229.2059 for deaf/hard of hearing) or disabilityservices@udayton.edu or stop in the office in Roesch Library 023. Or visit the OLR web site at go.udayton.edu/learning.

Procedures for New Faculty

Below are tasks that new faculty should complete and items that new faculty should secure. The Administrative Assistants in the English Department can offer additional information and assistance regarding these items.

Employment Forms

All new faculty members must complete new hire forms at the Office of Human Resources located in St. Mary's Hall, Room 118.

These forms include a tax withholding form (W4) and a form for proof of citizenship. For the latter, the employee must have a passport or two other valid forms of identification, such as a driver's license and an ORIGINAL social security card or ORIGINAL birth certificate. A background check must be completed for all new faculty, so you will be asked to sign a release, allowing HR to run this check.

While at the Human Resources Office, faculty should also obtain an ID Authorization Form so that they may later obtain a UD identification card (see below).

Parking Permit

Full-time faculty may purchase a parking permit at UD Parking Services in College Park Center, which is located on Brown Street. Part-time faculty will receive parking permits free of charge. An Administrative Assistant in the English Department will either mail the appropriate form to an employee's home address or an employee can fill out this form at the Department office. Teaching assistants should contact the Director of TA Training for information concerning parking at UD.

Office Key

Faculty will be issued a key to his/her own or shared office that will also open the doors to the mailroom, copy room, and kitchen. If a faculty member is locked out of his/her office, an Administrative Assistant will lend out the master key. If the main office is closed and the master key is not available, call Campus Security (229-2121) to be let into your office.

UD FlyerCard

The UD FlyerCard serves various purposes such as enabling faculty to borrow books from UD libraries and giving them entrance to the Humanities building and classrooms when doors are locked. To get a UD FlyerCard, faculty should visit room 102 of the Powerhouse (adjacent to the Humanities building on the north side). Office hours are 8:30-4:30, Monday through Friday. All faculty must obtain an ID Authorization Form from Human Resources in St. Mary's Hall to receive their first card.

University of Dayton Network Access & Email Accounts

After Human Resources has entered all of your paperwork, a computer account will be generated for you. Faculty should call the HelpDesk at 229-3888 to obtain their login ID and password. Faculty may also contact the HelpDesk for assistance with computer and other technical issues.

Payroll

A faculty members' first paycheck will be issued on September 10th of the year in which they are hired. After that, faculty will receive paychecks on the tenth and twenty-

fifth day of every month for as long as they are employed by the University of Dayton. Paychecks will be delivered to English Department mailboxes unless direct deposit has been requested. To request direct deposit, faculty must complete the "Direct Deposit Form" found at http://www.udayton.edu/hr/employee_resources/hrforms.php.

Office Telephone Use

Calls to campus offices	Dial 9 + xxxx
Calls to students in campus housing	Dial 7 + xxxx
Calls to local numbers	Dial 8 + 1+ area code + xxx-xxxx
Calls to long distance numbers	Dial 8 + 1 + area code + xxx-xxxx
Voice mail (only select phones have this capability)	Dial 9 + 2525 Dial 9 + xxxx (your extension)+ # sign Dial five digit passcode + # sign Press 2 to listen to each message Press 76 to delete each message
IT Support & Help Desk	Dial 9+3888
Campus Security	Dial 9+2121

English Department and Writing Program Contacts

The area code for all UD phone numbers is 937. The first three digits of all UD phone numbers are 229. Below is a list of English Department on-campus extensions that may be helpful. All of the individuals named in this document can also be contacted by email through UD's email service. Just type the individual's name in the "To" field. His or her address should appear there.

Department Office Phone		HM 200	937-229-3434
Department Office Fax		HM 200	937-229-3563
Department Chair	Dr. Andy Slade	HM 200	937-229-3434
Director of Graduate Program	Dr. Tereza Szeghi	HM 261	937-229-3443
Director of Undergraduate Studies	Dr. Patrick Thomas	HM 275	937-229-3463
Director of Faculty Formation	Dr. Laura Vorachek	HM 269	937-229-2861
Director of the Writing Program	Dr. Margaret M. Strain	HM 267	937-229-3420
Writing Program Coordinator	Professor Lori Phillips-Young	HM 246	937-229-3449
Director of TA Training	Dr. Jennifer Haan	HM 271	937-229-5364
Administrative Assistant	Ms. Tracy Babal	HM 200	937-229-3480
Administrative Assistant	Ms. Dawn Montgomery	HM 200	937-229-3434
Coordinator of Library Instruction	Prof. Heidi Gauder	Roesch	937-229-4259
Write Place Coordinator	Ms. Christina Klimo	Roesch	937-229-2068

Notes