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**Program Overview**

**The Core Writing Program**

The Core Writing Program at UNR, housed in the Department of English, offers a series of first year writing courses designed to meet the needs of incoming students. English (ENG) 101 and 102 are Core Curriculum courses, part of the designated 33 credit-hour requirement for all students. Students must pass ENG 102 in order to graduate from UNR; additionally, ENG 102 is a prerequisite for most courses in all majors, the Core Humanities curriculum requirement, and the university’s Diversity and Capstone electives.

In Core Writing courses, as outlined in the Core Curriculum outcomes, students will learn to do the following:

- Compose and communicate effectively in a range of media for a variety of rhetorical and creative purposes;
- Demonstrate an ability to frame and analyze a program, find and interpret relevant information, and craft an appropriate argument, report, application, or other expression of such inquiry.

**Departmental and Program Personnel**

Core Writing Program courses are taught by faculty, term lecturers, teaching assistants, and instructors on Letter of Appointment (LOAs). The Core Writing Program is administered by the Core Writing Program Director and the Core Writing Program Standing Committee. The Core Writing Program Standing Committee is comprised of the Core Writing Program Director, the Assistant Directors, and faculty from the English Department. Additionally, the Core Writing Committee is assisted by coordinators for 098, 100J, 101, 102, and online instruction, and LOAs. For a list of current personnel, please see the Core Writing homepage. The committee and course coordinators advise the director on policy and curriculum and organize and execute other program responsibilities.

**Core Writing Program and English Department Offices**

The Core Writing Program office is located in Frandsen Humanities, room 131 (FH 131), and is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Frandsen Humanities also houses the offices for the program’s instructors. All of those teaching for the Core Writing Program have mailboxes in FH 127. Contact information for program and relevant departmental representatives include:

- Core Writing Program (FH 131): 784-6709 (Brenda Kishpaugh: bkishpaugh@unr.edu)
- English Department (FH 119): 784-6689 (Charlotte Hibler: chibler@unr.edu) 682-6377 (Roxie Taft: roxiet@unr.edu) 784-6376 (Cami Allen: callen@unr.edu) 784-6709 (manicolas@unr.edu)
- CWP Director Melissa Nicolas: 784-6709 (manicolas@unr.edu)
- CWP Asst. Director Christopher Field: 682-6358 (christopherfield@unr.edu)
- CWP Asst. Director Tom Hertweck: 682-6388 (thertweck@unr.edu)
Core Writing Program Course Descriptions

While the Core Writing Program’s offerings all work toward fulfilling the Core Curriculum learning outcomes described above, each course has its own specific goals and outcomes in service to those larger ends.

ENG 098: Preparatory Composition

UNR’s foundational developmental writing course, ENG 098 is the composition course that freshmen are placed in if their ACT English score is below 18 or their SAT Verbal/Critical Reading score is below 440.

The course is three credits and is described in the catalog as follows: “The writing process including paragraph development, sentence structure, usage, and grammar. Credit does not apply to any baccalaureate degree program. (Formerly ENGL 1; implemented Fall 2005).” Students in 098 are expected to achieve the following outcomes:

• Build understanding of writing context by writing for and within a community;
• Become familiar with the writing process and the difference between revision and editing;
• Practice the writing process, including prewriting, writing, and revising, and editing;
• Develop a sense of using different writing voices for different purposes;
• Learn to write with authority;
• Build fluency and focus;
• Develop familiarity with the conventions of written language;
• Develop rhetorical awareness of using audiences and purposes to stimulate and focus the writing process;
• Use narrative, description and explication to write about personal experiences.

In ENG 098 students produce 10 to 15 pages of polished writing, usually collected in a portfolio comprising 4 or 5 major assignments ranging from narratives to arguments (the exact assignments chosen by the instructor). Readings are assigned from a variety of sources—usually 10 to 20 pages per week, depending on the balance of reading and writing their instructor has selected.

ENG 100J: Composition Studio

An intensive developmental writing course, ENG 100J is a five-credit-hour, one-semester composition course that Core Writing students are placed in if their ACT English score is 18 to 20 or their SAT Verbal/Critical Reading score is 440 to 500. The course is described in the catalog as follows: “The writing process, including audience, purpose, and context in academic genres; emphasis on planning, drafting, revising, and editing. Addresses global and local conventions and correctness.” Students in 100J are held to the same requirements as students in ENG 101 but are provided a “scaffold” of extra class time, instructor interaction, and peer interaction to help them achieve those requirements. Students in 100J are expected to achieve the following outcomes:
• Write arguments focused on a specific purpose;
• Write arguments that anticipate the needs of different readers;
• Recognize the differences among kinds of writing situations and be able to reproduce the conventions associated with a specific situation when writing an argument to address it;
• Compose knowledge from a variety of reliable sources including personal expertise when writing an argument;
• Demonstrate critical reading skills when interpreting, analyzing, discussing, and evaluating of a variety of texts;
• Develop standards of “good writing” by which students can evaluate their own and classmates’ essays during revision;
• Use productive strategies for generating, organizing, revising, and editing when writing arguments;
• Write understandable, efficient sentences that follow the general conventions of usage, spelling, grammar, style, and punctuation in standard written English; check for conventions about which they are unsure.

In ENG 100J students produce 16 to 20 pages of polished writing, usually collected in a portfolio comprising four or five major assignments ranging from literacy narratives to proposals (the exact assignments chosen by the instructor). Persuasive argumentation, library research, and documentation are introduced in ENG 100J, but these are the center of ENG 102. Readings are assigned from a variety of sources but tend to focus on non-fiction essays. Students generally read from 20 to 40 pages per week, depending on the balance of reading and writing their instructor has selected.

ENG 101: Composition I

The first of the standard two-semester composition sequence, ENG 101 is the course in which most first-year students enroll. The course is three credits and is described in the catalog as follows: “Writing the expository essay; emphasis on revising and editing for development, coherence, style, and correctness.” Students are expected to achieve the following outcomes:

1. Recognize, articulate, and respond to different rhetorical contexts (CO1 & CO3);
2. Practice strategies for purposeful, concrete development of topics, for example by using writing to record, explore, organize, and communicate (CO1);
3. Interpret, analyze, discuss, and evaluate a variety of readings (CO3);
4. Use multiple drafts and peer review to improve their own texts (CO1);
5. Use generating, organizing, revising, and editing strategies that are appropriate to specific writing situations (CO1);
6. Use reflection to examine personal experience, expertise, writing process, and sources to compose (CO3);
7. Write understandable, efficient sentences (CO1);
8. Control general conventions of usage, spelling, grammar, and punctuation in standard written English (CO1).
Core Objective 1: Effective Composition & Communications

- **Silver Vein I: Fundamental Practice**
- **Brief Description of Learning Objective:** Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

Core Objective 3: Critical Analysis & Use of Information

- **Silver Vein I: Fundamental Practice**
- **Brief Description of Learning Objective:** Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

In ENG 101 students produce 16 to 20 pages of polished writing, collected in a portfolio comprising 4 or 5 major assignments ranging from literacy narratives to proposals (the exact assignments chosen by the instructor). Persuasive argumentation, library research, and documentation are introduced in ENG 101, but these are the center of ENG 102. Readings are assigned from a variety of sources but tend to focus on non-fiction essays. Students generally read 20 to 40 pages per week, depending on the balance of reading and writing their instructor has selected.

**ENG 102: Composition II /ENG 102 Honors: Composition II Honors**

ENG 102 is the Core English course all freshmen must take or for which they must demonstrate equivalency. The course builds a foundation for Core Objective 1 – Effective Composition & Communication: “students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.” ENG 102 is three credits and is described in the catalog as follows: “Exploration of essay forms with particular attention to interpretation and argument; emphasis on analytical reading and writing, critical thinking, and research methodologies.” Students are expected to achieve the following outcomes:

- Continue and improve the writing practices learned in 101: prewriting, composing, revising, responding, editing, attending to language and style, and writing with audience and purpose in mind;
- Engage in critical reading and interpretation of a wide range of texts;
- Be able to summarize, analyze, synthesize, evaluate, and apply what they read – both orally and in writing;
- Use writing as a means of understanding, organizing, and communicating what they read;
- Frame complex research questions or problems;
- Demonstrate awareness of their own beliefs, concepts, and biases;
- Be able to produce a coherent, well-supported argument that shows critical thinking and careful consideration of alternative viewpoints;
- Recognize, evaluate, and use a variety of information sources: expert people, publications of information agencies, popular and specialized periodicals, professional journals, books, and electronic resources;
- Conduct research that shows evidence of the ability to synthesize, use fairly, and credit the ideas of others using the appropriate citation style;
• Write coherently, drawing from diverse sources, assimilating information and ideas and producing work that represents the student’s position on the material.

Core Objective 1: Effective Composition & Communications

• Silver Vein I: Fundamental Practice

• Brief Description of Learning Objective: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

Core Objective 3: Critical Analysis & Use of Information

• Silver Vein I: Fundamental Practice

• Brief Description of Learning Objective: Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

In ENG 102 students produce 20 to 25 pages of polished writing across at least four major writing assignments, one of which must be a substantial research paper of eight or more pages that consults eight or more scholarly sources. The course is theme-based, with each instructor selecting the topic and suitable readings (primarily non-fiction); instructors will submit a description of their theme to the Core Writing Program ahead of registration for the subsequent semester in order to allow students the ability to pick among the given options. Course themes ought to be narrow enough to develop directed readings and sustained inquiry into a subject area. At the same time, instructors should assign written work that is sufficiently broad enough to allow for all students (including those who have no extant knowledge of the theme) to work within it. Students generally read 30 to 60 pages per week, depending on the balance of reading and writing their instructor has selected, should engage with a substantial amount of scholarly, research-based, and/or argumentative work (preferably in a number of disciplines), and should not be assigned fiction for more than 20% of the semester’s reading load.

Students taking ENG 102H are granted permission through the Honors Program, and are registered in separate sections. While the general course outcomes are the same, instructors must abide by four additional requirements:

• Honors students are required to present their work in multiple media, both oral and written. To that end, students will participate in a research symposium at the end of the semester for which they must prepare either a poster or digital presentation (such as PowerPoint or Prezi). For assistance with posters and digital formats, please see Amy Shannon at the Knowledge Center and/or the KC’s page of poster templates and tips (http://knowledgecenter.unr.edu/help/manager/toolkit/posters.aspx).

• Honors students are required to write a minimum of 25 pages of formal (revised, graded, and excluding drafts) writing in a semester.

• Because it is imperative that Honors students understand how to find and evaluate credible academic research, final research papers for the course must include a minimum of eight scholarly sources.

• In order to properly engage with academic discourse communities, final research papers much employ correct MLA or APA citation style.

Should you be assigned a section of ENG 102H, please consult CWP for additional information.
regarding these requirements.

**ENG 104: Introduction to Investigative Writing**

This one-credit course is limited to students with an AP score of 4 or 5 on the Literature and Composition Exam and introduces them to techniques of investigation and interpretation using campus resources. As an exploration of ways of shaping research into language for various audiences and purposes, students will produce a substantial research paper of eight or more pages that consults eight or more scholarly sources. Students are expected to achieve the following outcomes:

- Frame complex research questions or problems;
- Demonstrate awareness of their own beliefs, concepts, and biases;
- Be able to produce a coherent, well-supported argument that shows critical thinking and careful consideration of alternative viewpoints;
- Recognize, evaluate, and use a variety of information sources: expert people, publications of information agencies, popular and specialized periodicals, professional journals, books, and electronic resources;
- Conduct research that shows evidence of the ability to synthesize, use fairly, and credit the ideas of others using the appropriate citation style;
- Write coherently, drawing from diverse sources, assimilating information and ideas and producing work that represents the student’s position on the material.

Because ENG 104 serves to provide students with credit for ENG 102 in the process, this course may be themed, though limited time in class makes cohesion difficult. Primary emphasis is on the revision-based production of a substantial, independent research-based argumentative essay.

Additionally, the number of sections of ENG 104 is typically very small (frequently one), usually only offered in the Fall semester, and typically taught by the ENG 102 course coordinator.

**ENG 113/114: Composition I/II for International Students**

As noted above, international students attending UNR are placed into appropriate Core Writing courses based on TOEFL scores, interviews, and special placement arrangements, all through the Intensive English Language Center. International students therefore have the same access to Core Writing Program courses as any other student and are expected to complete these courses in the same way.

However, those students for whom English still poses special challenges may be directed into (or elect) to take an alternative sequence of composition courses: ENG 113 and 114. For international students, these courses fulfill the university’s composition requirements through ENG 102. As such, course outcomes are identical to ENG 101 and 102, and are described in tandem on the Core Writing Program website. In the deployment of this course content, however, instructors are expected to show increased sensitivity to the needs of second-language users and tailor scaffolding assignments to their differential language skills during what is also
for many of these students a period of intense cultural adjustment. Assignments could include narratives of encounter or an explanation of something important in the student’s national or ethnic culture. Whatever the instructor’s choices, reading, writing, and revision activities in ENG 113 and 114 should still match those of ENG 101 and 102 respectively.

Note: Instructors for ENG 113 and 114 are selected through special application and after particular qualifications, training, and/or experience have been verified. While one cannot elect to teach ENG 113 and 114 (e.g., on the semesterly course preference form, unless one has already been previously approved), if you possess the additional skills necessary to work with second-language learners, you may inquire with the Core Writing program in order to have your name and credentials passed on for consideration for future openings.
Course Placement Policies and Procedures

The Core Writing Program maintains an offering of courses that are meant to serve UNR students’ abilities appropriately. To that end, whatever the student’s skill at his or her time of matriculation, CWP seeks to allow all students to work at a level that best matches that skill. Those placed earlier in the sequence of courses available will receive additional development in expository composition, revision, and critical reading, while those placed farther along the sequence will develop their skills as writers of argumentative research-based essays. Placement procedures are therefore integral to the student-writer’s development.

A flowchart on the following page summarizes the route students can take to complete their ENG 102 requirement based on their standard placement. Full placement and procedures for alternative placement and credit-by-exam can be found on the CWP webpage.
Core Writing Placement and Progress Flowchart

ACT \leq 17
SAT \leq 430 \rightarrow ENG 098 \rightarrow ENG 101

ACT 18-20
SAT 440-500 \rightarrow ENG 100J

ACT 21-29
SAT 510-670 \rightarrow ENG 101

ACT \geq 30
SAT \geq 680

Pass ENG 101 CBE

ENGLISH 102
**Getting Settled: Electronic Access, Offices, and Basic Safety Information**

**Electronic and Office Amenities**

All instructors in the Core Writing Program are granted access to a standard array of resources and privileges. Acquiring and maintaining access to those resources is the instructor’s responsibility, and not to do so could mean immense difficulty in performing your duties.

*NetID, E-mail, and WolfCard*

Primary access to UNR’s resources are acquirable after the instructor has signed his or her contract and been issued an employee identification number (an NSHE—Nevada System of Higher Education—number). Once you have this, visit the “Resources for New Employees” page through UNR Human Resources:

http://www.unr.edu/hr/working-at-nevada/new-employee-resources

Following the links under “NetID, Email, and WolfCard,” establish each of these resources. (Note: WolfCards can only be acquired on campus; the link provides only the instructions on where and how to go about getting one’s campus ID card.)

Your NetID is especially important to sort out as it grants access to university-protected websites, including but not limited to library databases, e-mail, MyNevada (the official course enrollment portal), and WebCampus (the course management tool). Getting your NetID is the most timely of activities, too, because your WebCampus space cannot be established by IDT (the Instructional Design Team) until you have a UNR web-presence.

Finally, where applicable, information about benefits, campus, and parking can be found through the HR website above.

**Keys and Office Assignment**

The English Department’s administrative team—Cami Allen, Roxie Taft, and Charlotte Hibler—manage the day-to-day goings-on in Frandsen Humanities, and, among numerous other duties, will provide you your office assignment and key, a key to the outside doors of Frandsen Humanities, and a key to Frandsen’s resource rooms (copy room, faculty lounge, mailroom, etc.). Your three keys are your responsibility; in the event of your losing one or all of them, you will be assessed a substantial fine to cover the replacement and possible re-keying of the relevant locks.

A note on Frandsen Humanities accessibility and security: Frandsen’s outer doors are typically unlocked by 8:00 a.m. or earlier to accommodate the first classes of the day and stay so until the last scheduled class is over. The photocopy room and lounge should remain locked at all times. Instructors should not meet with their students in the lounge. While all are encouraged to use the lounge and its amenities (microwave, refrigerator, etc.), it is the responsibility of individuals using the lounge to keep it clean. Please cover items in the microwave to avoid messes. Items placed in the refrigerator should be labeled to avoid confusion. Additionally, each Friday the
refrigerator is emptied of its perishable contents, which are discarded, containers included. Please make sure you have whatever you need at that time.

The doors to the English Department Main Office, the mailroom, and the Core Writing Program Office are locked promptly at 5:00 p.m. (Note: students may therefore only access the department mailboxes during main office hours. Please plan accordingly, and have your students do so as well.) If you enter the building outside of class hours, remember your keys and do not grant anyone else access to the building.
Preparing Courses for the Core Writing Program

Planning Course Materials

Once you have internalized the requirements (outlined above) for the course you are assigned to teach, getting your course underway is simply a matter of sorting through the logistics that bind your class and ascertain that the materials you require will be available to your students.

Academic Calendar, Holidays, and End-of-Semester Schedule

UNR’s general academic calendar, which includes the semester’s holidays and important add/drop dates, is available through the following link:

http://www.unr.edu/academic-central/academic-resources/schedules-and-catalogs

Note that in addition to the usual federal holidays that UNR observes, the state of Nevada also celebrates 31 October as the anniversary of Nevada’s statehood (“Nevada Day”), and by state law this holiday occurs on the last Friday in October. Campus is closed on this day.

In addition to the general academic calendar, UNR also posts through this link the specific schedule for the administration of final class meetings. Used by most courses for the setting of final exams, most CWP instructors use the allotted two-hours meeting time to collect or return final assignments or complete some other component of coursework (i.e. presentations). University rules prohibit the cancelation of the final class meeting: your class must meet during this time. While the meeting time for each of your courses will appear automatically at some point during the semester in your course information on MyNevada, you will need to consult the above link to provide this information on your syllabus, as it is required (see below).

Choosing and Ordering Textbooks

Generally speaking, if you are teaching ENG 101 as a new instructor in the fall semester, the CWP office has already ordered your textbooks for you and sent for your desk copy. (Please check with CWP to ensure that this has happened.) UNR maintains a list of approved texts that have been vetted for specific course use. All instructors are expected to check the “Textbook Adoption List” in the CWP office before deciding which textbooks to use. While returning instructors have a degree of freedom in choosing texts to ensure student completion of the course outcomes, this list prevents the situation where one instructor is using the same text for, say, ENG 098 that another is using for ENG 102, as well as assures texts match the level of expectation CWP has for each course. For clarification, contact the CWP Assistant Directors.

You have two options to place your order with the bookstore: visit the bookstore website (http://nevadawolfshop.com/site_faculty.asp?) or contact the textbook department of the WolfShop directly. The textbook ordering deadlines as approved by the University Senate are posted on the bookstore’s website; instructors are expected to abide by these deadlines to the best of their ability.
**Utilizing WebCampus**

Course web-space is provided automatically for every course in Core Writing and is accessible through the WebCampus URL (http://wcl.unr.edu). These course spaces are fully customizable with several tools for instructional purposes, from gradebook applications to shareable multimedia content integration (SCORM). There are several ways to use the WebCampus system in Core Writing courses; however, instructors are not required to use WebCampus beyond posting the course syllabus. (Note: If you are teaching more than one section, WebCampus does not update all identical course numbers; each section must be updated manually unless you have activated the combined section feature.) Additionally, instructors are encouraged to post readings and handouts that are not available through the Knowledge Center’s Course Reserves for ease of student access.

Students are automatically enrolled in the WebCampus section of your course when they enroll through MyNevada. While you are able to add students to your WebCampus course, this does not register them in the class, only its web-space. Students must enroll through MyNevada to receive credit for the course. As such, it is recommended that you do not add students to your WebCampus course until you have verified that they are appearing on your MyNevada course roster.

UNR generally does not provide instructors with web-space, though it can be applied for through IT. For accountability and accessibility purposes, CWP recommends that instructors do not utilize their own websites for courses unless they can expect their students to have ready access and can maintain such sites with the skill level appropriate to their purposes.

Because of the powerful utility and complexity of the WebCampus system, CWP suggests that instructors wishing to get more out of their experience, or who simply desire basic training, register for the free workshops offered at various times during the semester or use the self-directed tutorials available through the WebCampus homepage. At this time we do not have a departmental staff member to handle technology issues. Some issues may be very easy to solve and need only a brief consultation with an officemate. Otherwise, all queries relating to WebCampus should be directed to the Instructional Design Team (IDT) by phone (682-6798) or through their site (http://teaching.unr.edu/idt.html).

**Accessing CWP’s SharePoint Site**

CWP utilizes a password-protected SharePoint site as a clearinghouse for program information, sample syllabi, assignment sheets and so on, as well as an instructor discussion board. Instructors must submit their syllabi to CWP through the site as well. To access the SharePoint site, click the link on the CWP website marked “Instructor Resources.” You will be asked for a username and password: enter your NetID information. If you are told that access to this resource is denied, check in with Brenda and she will ensure that you have access.

To upload your syllabus, click the link on the right in the SharePoint site that matches the appropriate semester, then choose the appropriate course. Select the “Add Document” link at the bottom of the frame, and follow the instructions to select your local document and upload it.
Required Syllabus Components and Content Statements

While every instructor enjoys putting their own flourish on his or her course, the Core Writing Program requires that every instructor include a specific set of materials to create a unity of accountability in the student-teacher relationship by reflecting the totality of the course’s policies. As your write your syllabus, keep in mind what you need to include in the rare chance that you may have to defend your policies, especially in terms of its adherence to CWP and university regulations. The extent to which you delineate your classroom ethos and state it explicitly will go a long way toward avoiding potential misunderstandings and/or problems.

To this end, all syllabi for all CWP courses must include these information pieces:

- **Course title** (e.g. Composition I)
- **Course prefix, number, and section number** (e.g. ENG 101.1201 — listed in MyNevada)
- **Instructor name**
- **Office location and office hours** (1.5 hours per 3 credit-hours of instruction per week)
- **Contact information** (e-mail address is required; other information at your discretion)
- **Class meeting days and time** (e.g. MWF 10:00-10:50 a.m.)
- **Building and room number** (e.g. FH 019)
- **Required texts** (including edition number and author) and any other materials that will be used during the semester (e.g. the need for photocopies/printouts and from where)
- **Unique class procedures** (e.g. need for substantial web-access, long-term group work)
- **Required prerequisites**
- **Catalog description** (from UNR Course Catalog) and **course outcomes** (listed above in descriptions)
- **Course description** (an original, welcoming contextual note written by you about your class and what you see going on)
- **Description and percentages of major grades/assignments** (detail is appreciated)
- **Grading criteria** (e.g. class participation criteria, use of plus/minus grading, late work penalties, make-up policy, etc.)

Note: For final grades, CWP uses the following grading scale:

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73.0 – 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0 – 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67.0 – 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63.0 – 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60.0 – 62.9%</td>
</tr>
<tr>
<td>F</td>
<td>0.0 – 59.9%</td>
</tr>
</tbody>
</table>

Note: UNR maintains a four-point GPA calculation, and does not utilize the grade “A+” mark.
anywhere at the university.

Course Calendar and Topics Outline

Your syllabus must include a clear and complete calendar of all class meeting dates and due dates for major assignments. CWP also encourages instructors to include as much detail in course schedules as one is able. Additionally, you must list the date and time of the final class meeting (from the Finals’ Schedule, discussed above).

In addition to the components listed above, the following five statements must be included verbatim on your syllabus as they are mandatory policy, have been vetted by UNR’s legal counsel as required, or been passed as part of a resolution by the UNR Faculty Senate to be included on all course materials.

CWP Attendance Policy

[Adjust language so that it matches the frequency of your class.]

According to UNR policy, there are no excused absences (see “Class Absences” in UNR’s course catalog). Attendance is particularly important in Core Writing courses because so much of the learning in these courses happens during in-class writing exercises, peer review, and discussion. Nevertheless, students are allowed [two absences without penalty if course meets two days per week; three days if course meets three days per week]. Every absence thereafter will result in a penalty to your course grade; after [four (for a twice-weekly course) or six (for a thrice-weekly course)] absences, you will be failed from the course for excessive absences.

There are a very few exceptions to this policy. One is if you are representing the university in an official capacity (sports, debate, band, etc.). In this case you may qualify for a limited number of additional absences. To qualify for this exemption, you must bring me official notification (on university letterhead, complete with contact information) from a university official by the end of the second week in class. Once I have your letter, you and I will decide if you should remain in the course or should find a section whose schedule better fits yours. The other exception may come in case of serious injury/illness. If you wish to petition for an additional limited number of absences, you or a representative must notify me within a week of the incident. Again, there are no excused absences from UNR courses, so exceptions are at my discretion and must be negotiated by the above conditions.

If you miss a class, it is your duty to determine what you have missed. As for tardiness, you need to be in your seat when class starts and ends. If you are not, I reserve the right to mark you absent.

Plagiarism and Academic Dishonesty Statement

Academic honesty is highly valued at UNR. Plagiarism (copying all or part of someone else’s work and passing it off as your own) is a serious form of academic misconduct and will not be tolerated. The following definitions and possible courses of action are taken from the Academic
Standards section of the university catalog:

• Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion.

• Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations of student conduct. Academic action may include: (1) canceling the student’s enrollment in the class without a grade; (2) filing a final grade of “F”; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Please note that “the work of another” does not just mean whole papers or articles copied from another source. It includes any information, ideas, sentences, or phrases that came from somewhere other than your own head (i.e. books, articles, internet sites, videos, documents, lecture notes or handouts from other courses, and any other sources). Whether you are quoting directly or paraphrasing, sources must be properly acknowledged by providing references and an MLA-formatted Works Cited page. Citations should also be given for little-known facts and statistics. Finally, you are not allowed to submit papers you have written for other classes at UNR or elsewhere. If you have questions as to what constitutes plagiarism, please talk to me, or see the UNR webpage “Academic Standards” at the following URL: http://www.unr.edu/academic-central/forms-andpolicies/policies/academic-standards.

Disability Services Statement (Choose one)

Option 1: The University of Nevada, Reno and the Core Writing Department support providing equal access for students with disabilities. If you require assistance, please tell me and speak with the Disability Resource Center (Thompson Building, Suite 101, 784-6000) as soon as possible to arrange appropriate accommodations.

Option 2: All students have the right to equal access of this class and the materials for it. If you need academic adjustments or accommodations to make this class accessible, please speak with me and contact the Disability Resource Center (Thompson Building, Suite 101, 784-6000) as soon as possible to arrange for appropriate accommodations.

Academic Success Services Information

Your student fees cover usage of the Tutoring Center (784-6801 or their website, http://www.unr.edu/tutoring-center) and University Writing Center (784-6030 or http://www.unr.edu/writing-center). The mission of the University Writing Center is to assist students in any stage of the writing process through peer-to-peer consultation and small group instruction. The staff offers free writing consultations to all undergraduate, graduate, and faculty members. Writing consultations range from 30 minutes to one hour.
Audio and Video Recording Statement

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Statement on Online Teaching Evaluations

Your chance to evaluate this English course will appear two weeks before the last day of classes in the form of a new course on your WebCampus home page. This new course contains only the evaluation survey. These online course evaluations are extremely important to your instructor and to the Department of English, so please take a few minutes to complete your course evaluation when it becomes available. The evaluation is completely anonymous and your comments can never be connected with your name. Instructors cannot see the evaluation course on WebCampus and will not have access to the contents of these evaluations until after final grades have been posted.

Special Addition for ENG 102 Syllabi

All syllabi for ENG 102 must include the following statement, to be placed above the course outcomes:

Core Objective 1: Effective Composition and Communication: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.
Running Your CWP Course

The First Week

Having put energy into planning a good course, the running of that course should go well. As you begin, keep these things in mind in order to minimize confusion.

Rosters, Adding and Dropping Students, and Late Registration

You will find your class roster through MyNevada. If on the first day of class you have fewer students enrolled than the course cap permits, be aware that students using the registration system can continue to enroll in your class through the end of the first week without seeking your permission. During the second week of class, it is up to you whether or not to accept any new enrollees up to the course enrollment cap. Students enrolling during the second week of class need to have written permission from you: send that permission to Cami Allen (an e-mail with the student’s ID number to callen@unr.edu is sufficient) who will see to it that they may register. Likewise, if a student has been a no-show for the first week, Cami can also tell the registrar to drop him or her (an administrative withdrawal). Do not keep an unofficial waitlist. Course space is inventoried live, and it is the student’s responsibility to monitor the registrar’s online system to determine when a space opens up in your class. Under no circumstances should you agree to register more than the class cap. The limit to our class size, undertaken to assure that each student is getting the attention he or she deserves in a writing course, is undermined when instructors take on more students. As necessary, we will open more sections if it becomes clear that there is a need to do so.

Classroom Location and Availability

While many of our CWP classes are held in Frandsen Humanities, a sizable number are not. If you have been assigned a classroom in another building on campus, take time to locate it before the first day of class. While all classrooms should be unlocked, if your class meeting time is early in the morning or late in the evening, talk to Cami about the availability of a key in case the door is locked. For all rooms, assess the available technology because not all classrooms on campus are fully equipped (“smart”) in the way Frandsen rooms are. Also be considerate of the instructors who will use the classroom after you: return desks and chairs to their original positions (diagrams are usually available on the wall), press the “OFF” button on the control pad, and erase the board. If you need to talk to a student after class, step outside into the hallway if your conversation is going to last longer than 5 minutes so the instructor who is using the classroom after you has some uninterrupted time to set up.

Syllabus Availability

CWP policy is to provide every student with a hard copy of the syllabus on the first day of class. In addition, you are required to submit an electronic copy to the CWP office through Sharepoint on the CWP site by the Friday before the start of the semester.
Photocopying, Instructional Supplies, and Letterhead

With increased use of UNR’s online course management system (WebCampus), many instructors have dramatically reduced the number of hard copies they make in a semester. However, you need to provide each of your students with a hard copy of your syllabus at the beginning of the course, and you may find it useful at other times to provide your students with other documents in hard copy. Self-service photocopiers are located in FH 115. The department administrator will provide you with a personal numeric key code to access their functions. You may make 1,500 copies a semester without incurring any out-of-pocket charges; beyond that you will be assessed a charge of 6¢ per page. Remember to log-out of the system, as other instructors may erroneously use your code if you are logged-in and leave in a hurry. Extra paper supplies are located across from the photocopier; should these be depleted, see the department main office.

White board pens, erasers, a limited number of grade books, and transparencies for overhead projectors are also available from Charlotte or Brenda.

For official university business (such as letters of recommendation), English Department letterhead is available from Cami Allen, and CWP letterhead is available from Brenda Kishpaugh.
The Digital Composition Studio

The English Department maintains an up-to-date digital composition workshop in the basement of Frandsen (FH 037). The Digital Composition Studio (DCS) includes three iMac desktop computers, a case of ten MacBooks, and a PC instructor workstation that are available for use as an alternative course space. The informal arrangement of the DCS makes it ideal for days where collaboration or demonstrations are in the foreground.

The computers in the DCS include a range of software, from the Microsoft Office suite to Adobe CS6, which includes Photoshop, Dreamweaver, InDesign, Illustrator, Fireworks, and Flash. There are also a host of linguistics processing and database tools perhaps less relevant to the writing class. Additionally, color and black-and-white printing are available to students for purchase with their WolfCards. The instructor workstation is connected to a projector to allow users to present digital material to the entire class.

The DCS is available on a first-come, first-served reservation basis. See the English department main office at least two weeks before you would like to use the DCS to arrange for a reservation and keys. Because the DCS is available to any instructor in the English department and not just CWP, the earlier you are able to make your reservation, the better. Note that the DCS may not be reserved for more than two class meetings in a row to allow our many instructors opportunities to use the space.
Canceling a Class Meeting

Should you need to cancel a class, you must complete the following two tasks:

- Immediately notify all administrative staff of both CWP and the English department via e-mail (Brenda, Cami, Roxie, and Charlotte—e-mail contact in the Program Information section of this handbook). This will allow them to provide any errant student who inquires about their canceled class with correct information. A staff member will post a cancelation notice at your classroom on official university letterhead.
- Contact your class using either the WebCampus “Announcement” function or the MyNevada e-mail service. Official class cancelation notices will direct your students to their e-mail for further information, so use this e-mail to explain what action they need to take next (e.g. prepare for a rescheduled workshop, instructions for an alternative assignment, e-mail work, etc.).

Note: Do inform all of your classes that a class meeting is canceled only if they see a notice posted on official university letterhead, and that any other notice is fraudulent.

While UNR does not require instructors to fill out a “leave slip” or does not dock pay for an emergency class cancelation, it is essential that you follow this protocol in order to allow English staff to assist your students and to avoid a rash of prank class cancelations. In the instance of a sudden or distressing emergency, please do your best to notify staff: one panicked phone call is preferred to an outright no-show.
Dealing with Student Issues

Because instructors in CWP are often the only instructor with which students have regular and direct contact (unlike their lectures), and because CWP students frequently write about personal experiences, you may be faced with a number of disclosures, frustrations, and other issues relating to your students’ lives. You should always talk to the Assistant Directors or Director about any issues that make you uncomfortable, including disruptive behavior, evidence of drug or alcohol use, evidence of depression, and struggles with basic learning or language. At the same time, familiarity with some of UNR’s resources and having links to pass along can be a useful starting point for a discussion with a student as you begin to determine the appropriate course of action with CWP administration. Remember that at no time should you feel solely or personally responsible for your students’ actions or conditions: in many situations your taking on that responsibility is not only ill advised but also unlawful. Consult CWP administration with any and all concerns you may have about your students.

Counseling Services

http://www.unr.edu/counseling

UNR students taking enough credits are assessed an automatic fee that allows them access to free mental health counseling that can assist with a range of issues from adjusting to college life and relationships to anxiety and depression. Should a student appear to be struggling, you might simply remind him or her that all students have already paid for these services. Be judicious, as these are sensitive issues— if taking such action makes you feel uncomfortable, contact CWP.

Disability Resource Center (DRC):

http://www.unr.edu/drc

It is not legal to ask a student if he or she has a disability. But if you notice that after repeated consultations with you and the Writing Center a student is not making progress, you can suggest the student visit the DRC for diagnostics that may identify helpful strategies or interventions. CWP has brochures from the DRC in the Core Writing office if you would like to give one to a student. Additionally, for students who would like to explore their options, the DRC appreciates for us to walk students over to their offices (next to Frandsen in the Thompson building) if at all possible to assist in their feeling comfortable about visiting. As with counseling services, you might benefit from discussing strategies with CWP administrators before discussing the situation with a student.

Intensive English Language Center (IELC):

http://www.unr.edu/ielc

If a student is struggling with English as a second language, the IELC offers testing, conversation groups, and versions of all our Core Writing courses tailored to second-language learners. The sooner in the semester an instructor can identify second-language issues (e.g. through individual conferences or the assigning of a diagnostic essay), the sooner the instructor can assist the student’s progress or course reassignment.
Office of Student Conduct:
http://www.unr.edu/student-conduct

UNR’s Office of Student oversees a range of issues from academic dishonesty to student-teacher conflict mediation, as well as determining appropriate university (i.e. non-legal) action for student violations of various policies (including alcohol and drug use in the dorms).

Plagiarism and Academic Misconduct policy:
http://www.unr.edu/student-conduct/policies/university-policies-and-guidelines/academic-standards/policy

While CWP syllabi provide a short explanation of UNR’s academic misconduct policy, this link through the Office of Student Conduct provides the full policy, including the process for appeals.

Student Conduct Code:
http://www.unr.edu/student-conduct/policies/student-code-of-conduct

This link accesses the entire Student Code of Conduct to which each UNR student is held accountable, and includes the full explanation of regulations as well as disciplinary procedures.

Student Health Center:
http://www.unr.edu/shc/

Students taking sufficient credits are required to pay a nominal health center fee, which provides a surprisingly large number of services to students for free or at a substantially reduced cost, as well as referral to outside specialists. Any student who is ill therefore has easy access medical attention for anything from colds to injuries. The link provides a fuller explanation of services, as well as names those services (such as nutritional or dermatological services) that require an appointment.

Student Intervention Team:
http://www.unr.edu/intervention.

The Student Intervention Team (SIT) is an interdepartmental taskforce that serves to assist faculty, staff, and students deal with others on campus that appear distressed or that might be dangerously disruptive. In an emergency situation, or if a student tells you he or she is considering taking his or her life imminently, call 911. Only after you have done so, and reported to Core Writing, should you contact the SIT.

University Attendance Policy:
http://catalog.unr.edu/content.php?catoid=8&navoid=1951

As adopted in the CWP attendance policy statement, there are no “excused” absences (despite widespread use of the term around campus by both faculty and students). This link expresses the entire university policy and the very limited exceptions, which do not remove the obligation for any class’s work.
Checkpoint Protocols

In the management of your class’s work, and especially at the end of the semester, bear in mind a number of checkpoint protocols that govern the dissemination of grade information, as well as the process by which end-of-term issues take place. Time at the end of semester is frequently pinched, so familiarizing yourself with these issues now will assist in your easily completing them.

Returning Papers, Posting Grades, and FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. If a student is 18 years of age or older, as a representative of the university, you must have written permission from the student in order to release to anyone (including a parent) any information pertaining to a student’s educational record. This means, in addition to not revealing scores to anyone inappropriate directly, that you may not post grades in any public forum, online or otherwise. This includes any assignments, from daily work to exams, papers, and portfolios. You may not leave student work in your office, hallway, or mailroom for students to retrieve. Importantly, FERPA prohibits the distribution of grade information via e-mail because this is an insecure mode of communication. At the end of the semester, you may want to arrange a time and day for the pick-up of student work after the new semester has started. Another alternative is to have students leave an SASE with you for the return of the work. After six months you may deposit any work not picked up into one of the two secure shredding bins located in FH 119. You may not simply toss papers into any trashcan or open recycling receptacle available.

As part of Summer Orientation, you will receive mandatory training in FERPA regulations. This training will be required for you to access your course roster. If you cannot attend the training during orientation, you will still need to complete it on your own time either by finding a session through the Registrar’s office or online through WebCampus. If you are unable to complete the training within the allotted time, you will not only not be able to access your course materials, you may face disciplinary action up to and including the nonrenewal of your instructor contract. Should you have any doubts or questions about what you can and cannot release and to whom, or by what means, talk to the Assistant Directors or the Director first.

Progress Reports

During the semester, a number of different agencies or organizations around campus may inquire about the progress a student is making. These include athletic academic advising and various student retention offices (such as TRiO or the Living and Learning Communities), as well as some fraternities and sororities. For these organizations to receive information about a student’s progress, the student will have had to sign a release with that organization, and in the case of the majority of them, participation in that program (e.g. intercollegiate athletics) is contingent on that program’s tracking their academic work. If you have any concerns about whether or not an inquiry has a legitimate claim to student progress information, contact CWP.

In responding to these organizations, it is sufficient for you to say that the student is currently passing. However, because many of these organizations have remedial processes in place for those that are struggling, such as additional study hours or tutoring, you are welcome to take
the opportunity to report at whatever level of detail you are comfortable sharing so that a student may get secondary assistance from that program or office. If you are contacted by any of these programs via e-mail, do remember that the sharing of grade information, regardless of whether or not that student has authorized it, is not allowed under FERPA because e-mail is an unsecured method of communication.

*Medical Withdrawal*

On rare occasions, a student may have suffered a severe and unfortunate medical problem that renders him or her unable to complete the course, usually because the student will miss a substantial portion of the class as a result of the recovery process. UNR prefers that in these cases that, for the benefit of the student, he or she apply for a medical withdrawal through the Registrar’s office rather than receive an incomplete in the course. This allows students a partial refund (depending on the time in the semester) as well as avoids a failing grade on their transcripts, and maintains their financial aid status.

A medical withdrawal is an action of record, and does not mean that you need to assist a student with an incomplete. At the same time, you may be a student’s first point of contact regarding their health and attendance, and you may recommend he or she pursue it. However, this process is entirely in the student’s (or their designee’s) hands, and is a process in which the instructor has no influence, and you should advise the student as much. During the application for medical withdrawal, know that you may be contacted by an officer of the Registrar for information regarding the student’s presence in your class (usually the date of last attendance). Please respond to them in a timely manner in order to assist the student’s application. Additionally, medical withdrawals are frequently sought after the semester has ended and the student seeking one has “disappeared.” Even if a student has told you that they are seeking a medical withdrawal, you must assign the student the grade they earned in the class, even if that grade is an F due to missed work or classes.

*Final Course Grades*

You will post final grades electronically through MyNevada. There are several steps involved before grades are officially turned in, including reviewing entered grades and clicking the “Post” button at the bottom of the roster. Keep in mind: your semester grades are not submitted until you have clicked the “Post” button at the bottom of the screen and can see a column of grades under the header “Official Grade.” Make sure that you follow through to the end of the steps. A grade of S (satisfactory) is appropriate for A, B, or C equivalent work in ENG 098, while a grade of U (unsatisfactory) for the equivalent grade of D or F. A grade of D- or above is considered passing for all other CWP classes. Assign an F grade to any student who has not satisfactorily completed the course in their graded work, for violating the attendance policy, or even if you believe the student may have dropped. (It is the student’s responsibility to confirm their enrollment status in their courses.) A grade of incomplete is reserved for exceptional circumstances, determined on a case-by-case basis, and requires approval from CWP for “Incomplete” to be assigned to a student’s record. See Brenda for the proper paperwork and approval through the Director. Both you and the student should be aware that the student has one semester to remove the incomplete; after that, the grade converts automatically to an F.
Student Course Evaluations

At the end of the semester, students are invited via their MyNevada portal to evaluate each of their classes. It is critical that the CWP have a good response rate on these evaluations for accrediting purposes. During the last two weeks of the course, remind them that their feedback is important to you, as it is one of the best ways for you and the department to know what instructional strategies work and which need improvement. You may also have a “bring your device to class” day or reserve the DCS to make sure students have an opportunity to complete the evaluations, but you must not be present in the room while they do so. You may not incentivize evaluation completion by offering extra credit or any other enticement, nor may you coerce it by withholding or penalizing grades. Student evaluations will be available to you during the first few weeks of the following semester.
Campus Security Support and Emergency Response

A variety of resources are available around campus to ensure the safety of students, faculty, and staff. Please familiarize yourself with these services and the procedures for which you are responsible as an instructor.

Campus Police

University officers have full police powers, certified under the laws of the State of Nevada. They perform the same function as officers from city, county, and state agencies, enforcing all local, state, and federal laws and ordinances within the jurisdiction of the University of Nevada, Reno. For non-emergencies, the police can be reached at 784-4013 or at unrpd@police.unr.edu. If you encounter any situation on campus that warrants a rapid response, call 911 or 334-COPS (2677).

Campus Escort

Students and campus faculty/staff can call the Campus Escort Service any evening during the semester for a ride to or from campus within a two-mile radius (some limitations apply). The courteous escort staff is comprised entirely of students. Escorts always travel in pairs and must complete background checks, specialized training, and a mandatory driving course. Use Campus Escort by calling 742-6808. More information, including an online ride request application, can be found on the campus escort website (http://www.unr.edu/campus-escort). Instructors who have classes ending after 7 p.m. are encouraged to let their students know about campus escort.

Emergency Text and E-mail Alert System

As part of UNR’s emergency preparedness planning, students, faculty, and staff can receive emergency text and e-mail message alerts. To sign up for the service, go to the address (http://www.unr.edu/emergency/alerts) and follow directions for signing up. In addition to a validation message when you sign up for the service, you will receive a test message at least once per semester to ensure that the service is working as expected. UNR will only use the service to send emergency/life-threatening or unexpected campus closure alerts.

Medical Emergencies in the Classroom

We all hope that nothing untoward happens while we are teaching, but sometimes our students experience medical emergencies. If one of your students needs immediate help, take the following steps:

- Call 911—or if your hands are full, direct a student to call 911. Remain calm: nearly all of your students have phones.
- To the extent possible, make the student comfortable or stable. If, for instance, the student is seizing, try to keep him or her from injury, but only if you can do so without being injured yourself.
- Try not to move student more than necessary; if the student is lying on the floor, on the
side is preferable to on the back in the event of a seizure.

- Send a student to the main office or CWP office to notify us.
- Evacuate the classroom of all but students who are actively helping you.
- Remain at the scene until cleared to leave by emergency personnel and administration.

After the incident, when you have had a moment to compose yourself, send a report of the incident to the Core Writing Assistant Directors and Director. You will likely already have given much of this information to emergency personnel at the scene; however, a full account of the incident is important for us to have on file for institutional reporting purposes.

**Earthquakes**

While it is true that Nevada is prone to them from time to time, earthquakes are rare. Nonetheless, it is important to be prepared should an earthquake take place.

Do not take your students outside when an earthquake begins. You should get under sturdy desks and/or tables and remain there until the shaking subsides. You should take your class outside only if you are confident the shaking has passed and if you are sure your outdoor destination is clear of walls, power lines, and the like that may pose other dangers to you or your students. Please visit this link—http://www.ready.gov/earthquakes—to learn more, and feel free to share the information with your students.

**Other Emergencies**

As with all emergencies, even minimal planning on your part can help avoid added danger in emergency situations. Be prepared. Know your building floor plan. Know where the exits are located. Take your mobile phone to class with you (but put it on vibrate). Practice awareness strategies. Call 911 if you or your students are in any danger.
The Core Writing Instructor Mentoring Program

Mentors and Mentees

Whether as a new TA or LOA at the University of Nevada, Reno, the Core Writing Program wants to make sure that you are provided with peer support so that your experience is an unqualified success. To that end we pair each of the new TAs and LOAs with one of the department’s Term Lecturers. The purpose of the mentoring is to provide an opportunity for you to talk about your teaching with another experienced instructor who can give you perspective on your class and feedback as needed. For this reason, your mentor will need to visit your class at least once each semester and spend some time discussing that classroom visit with you afterwards.

What to Expect from Mentoring: A List for Mentors and Mentees

1) Mentors and mentees should make contact during Orientation or soon after to exchange emails and other contact information. You may also wish to touch base about teaching schedules and office hours to get a sense of when you can meet.

2) Mentors serve as a “first point of contact” for questions about assignment design, lesson planning, classroom management, or other issues related to teaching in the Core Writing Program. However, if mentors are not available on a given day, mentees should not hesitate to contact the appropriate Graduate Coordinator or Assistant Director, especially regarding timely matters.

3) Mentors visit mentees’ classrooms once each semester, and mentees visit mentors’ classrooms at least once during the first semester. The classroom visits should be arranged in advance on days that are convenient for both parties and that showcase the pedagogies on which feedback is desired. A day featuring large and/or small group class discussion is a good day for a visit.

4) Share relevant course documents—such as a syllabus, the paper assignment for the current unit, or other handouts—with your mentor/mentee as part of each classroom visit.

5) After the classroom visits, mentor and mentee should spend some time discussing the class. While some constructive criticism may be provided, the main purpose of this conversation is not to judge performance; rather, it is to provide an opportunity to talk with another instructor about the unique classroom dynamics you’re discovering and the strategies you’re evolving as a teacher. (See below for a list of suggested questions or discussion topics.)

6) Mentors will write a report of mentees’ pedagogical activities, including a description of the classroom visits. This report goes on file in the Core Writing Office. Mentors should share a copy of this report with mentees.

7) Either mentor or mentee may request visits or discussions beyond the assigned three visits and three follow-up meetings. These requests will be negotiated between mentor and mentee as schedules permit.
8) Letters of recommendation for teaching are generally written by the Director of Core Writing, but the mentor’s feedback from the report may be included.

9) While the mentor/mentee relationship is meant to be a friendly and constructive one, it is nonetheless a professional relationship that includes accountability. As such, non-platonic fraternizing between mentors and mentees during the term of the mentorship is not allowed. If a mentor and mentee wish to pursue a romantic relationship, they may. However, the mentor must immediately contact one of the Assistant Directors for reassignment. Failure to observe this guideline will be reported to the UNR Equal Opportunity and Title IX office.

10) If you encounter any difficulties or have concerns related to mentoring at any point during the term, please let the Assistant Directors or Director know.
Discussion Points for Mentor/Mentee Meetings

Syllabus and Course Documents
How has the design of the course met the student outcomes? How are assignment sheets, handouts, or other course documents designed? How might a typical student read any of these documents, and how likely are they to understand what you want them to understand from it? Is your course design/assignment sequence/current unit working out the way you thought it would, and what adjustments could you make to respond to what you’re seeing in the classroom?

General Pedagogy
What are some strategies for balancing writing, reading, and critical thinking in a Core Writing class? Are you happy with the level of revision students are doing, and how could you encourage more or different kinds of revision if you are not? Which course objectives do you feel your class is doing a good job with, and which are more difficult for you to work in as the semester goes on?

Classroom Management and Teaching Effectiveness
How many students participate on a given day in class, and how could you invite more students to talk/participate? Do students discuss with each other, or do they tend to address their comments to you? Are you seeing any “problem behaviors” that potentially derail discussion or distract other students, and what are some ways of dealing with these behaviors? What is a good balance to strike between lecture, discussion, small group work, and in-class writing?

Use of Classroom Space and Time
What arrangement of seats do you typically use in your classroom, and what other arrangements could you consider? What are some ideas for using the Smart Classroom resources more effectively? How is the pacing of your classes going? What are some things you can do if you are running out of time at the end of your classes? How might you respond if students start losing interest partway through an activity or discussion?

Responding to Student Writing
What areas do you tend to focus on when commenting on student papers? What are some ways you can use comments to invite students to deepen their thinking, or to encourage revision? What is a good balance to strike between praise and constructive criticism? What are some good ways to give guidance on usage and style issues? If you choose not to comment much on usage issues with early drafts, how can you help students to understand your decision and when they do become responsible for usage and editing? What are some ways to manage your time effectively when commenting on student work?