



ENGLISH DEPARTMENT ADJUNCT FACULTY HANDBOOK

REVISED DECEMBER 2015

Welcome to the Jefferson College English Department teaching staff. The following guidelines are intended to assist you with the practices and procedures established by the department for teaching composition classes.

This material supplements the information found in the current Adjunct Faculty Handbook, which can be located at the Faculty tab of MyJeffco.

GENERAL INFORMATION

Writing Labs

Located in the Technology Center (TC105, Ext. 3354), the physical Writing Lab offers students aid in creating, organizing, developing, and revising writing of all kinds. Tutors guide students and ask questions in order to foster true learning. They do not “fix” student essays. The lab is open only on days when classes meet.

The Online Writing Lab (OWL) can be accessed through MyJeffco under the Online Services tab. Chat and online essay submission options are offered. Tutors respond to online submissions within forty-eight hours (not including weekends).

Jefferson College Library

The Jefferson College Library has resources, services, and facilities to support the curriculum and encourage student learning. Students, faculty, and staff have on and off-campus access to thousands of newspapers, magazines, scholarly journals, and e-Books through dozens of general and subject specific databases, including some specifically for literary and argumentative research. The library’s tangible collections contain over 70,000 books, movies, Government Documents, and more. Millions of additional materials are available through MOBIUS, the shared catalog of Missouri’s academic libraries, and are sent to our campuses via courier each day. The library offers research instruction classes at all Jefferson College locations and works to tailor that instruction to specific assignments. The library also offers LibGuides and is happy to work with individual faculty to create tailored guides for courses or assignments. Finally, librarians offer reference assistance at Hillsboro and Arnold locations, and also via chat, text, email, or phone. Contact the library at refdesk@jeffco.edu or at 636-481-3166 to arrange an instruction session, inquire about LibGuides, or ask about specific resources.

Syllabus

As you plan your syllabus include your classroom policies in detail, including late paper policy, attendance, withdrawal dates, etc. to avoid any confusion. **Please consult the Adjunct Handbook for required verbiage in your syllabi.** This is available electronically at MyJeffco at the Employee tab.

Please submit your syllabi to the Division Chair of Communication and Fine Arts, Michael Booker, at the prior to the start of the semester.

Supplies

You may request teaching materials that you need from the administrative assistants in AS110. If you need to reproduce materials for classroom use, you may use the copier in AS110 or the AS Faculty Lounge. However, if you need several copies (more than 20), please send them to Central Office Services (COS). This can be submitted electronically through MyJeffco at the faculty tab. COS requires one week lead time for orders, but most are completed within two or three days.

If you are teaching in Arnold, please ask the staff at the front desk for assistance.

Class Cancellations

If it is necessary for you to cancel class because of illness, please call Tina Jokerst in the Arts and Sciences office. She will alert your class via text that the class has been cancelled. It is important that you call her at 636-481-3331 rather than use e-mail as other office staff will check her phone messages if she is out of the office.

Please do not cancel class unless it is absolutely necessary. If you know ahead of time of a future absence, contact the Division Chair so there might be proper coverage for your class.

General Considerations

- Please be prompt in arriving to class, use most or all of the allotted class time, and allow time for student questions—before, during, or after class. Ending class early is not a kindness to the students.
- You need to complete “Jeffco 101” during your first semester at the College.
 - You will be contacted about this online training course. There is compensation for successfully completing that training.
- You are strongly encouraged to come for Adjunct Orientation offered on a Saturday prior to the start of the Fall semester. There is a breakout session each year for English adjuncts, and so you will receive current information which is often quite important for the upcoming year.
- You must meet with your class during its scheduled Finals period.
 - The Finals schedule, as well as the official calendar, are posted to the main page of MyJeffco.
- You must inform the Division Secretary of any absences.
- You must submit weekly attendance reports.
 - This is an electronic reporting system found at the Faculty tab in MyJeffco. There are instructions there about the reporting process.
- You must submit final grades by the deadline set in the official calendar.

Important Contacts:

Division Secretary - Tina Jokerst—636-481-3331

Division Chair - Michael Booker—636-481-3312

Main Jeffco Numbers (Hillsboro)—636-481-3000 OR 636-797-3000

Main Jeffco Number (Arnold)—636-481-3234

ENG 090/RDG 090 College Reading and Writing

College Reading and Writing is a four credit hour class that integrates the two skills. Students can take the course instead of Basic Writing Skills II and College Reading to meet the prerequisites for college-level, credit-bearing classes.

The class is taught in a hybrid format with three hours per week of classroom lecture, discussion, and practice with an additional one hour per week for self-directed online exercises. MySkillsLab provides the online component for supplemental practice.

The focus of the course should be on helping students see connections between reading and writing by examining what makes a text effective for its audience and purpose. Academic reading and writing will be stressed, but instructors can also introduce other styles, such as fiction or informal journals.

Most instructors will have a stronger background in either reading or writing and may feel less secure about the other skill, but they should actively emphasize both parts and the connections between them. The English and Reading departments can provide additional help and materials.

In the class sessions, instructors should use interactive approaches rather than lecture. Class discussions should revolve around helping students learn to use

- an active reading process to summarize, analyze, and evaluate readings and
- the writing process to prewrite, draft, revise, and edit their own writing

Reading material can be drawn from textbooks and online articles from databases. Instructors may also assign outside reading from novels or nonfiction full-length books.

Writing assignments should primarily be paragraph length leading to essay length with an emphasis on organization, including main idea, support, and transitions. Rhetorical modes can be used as the basis for organizational patterns. Grammar should be taught in context with a focus on sentence structure.

A. Prerequisite:

Prerequisites satisfy both English and reading components of this combined course.

- COMPASS writing skills score of 31-69 within the past two years, or
- ACT English score of 14-17 within the past two years, or
- ENG098 with a grade of “B” or better

AND

- ACT composite score below 18 within the past two years, or
- COMPASS reading score of 62-80 within the past two years, or
- RDG 020 with a grade of “B” or better.

B. 4 semester hours credit

C. College Reading and Writing prepares students for college-level reading and writing through review and practice of academic literacy skills. The course connects critical reading and thinking skills to paragraph and essay writing. (F,S)

Department Objectives and Guidelines

1. Evaluate and improve reading and writing processes.
2. Read and write with greater awareness of rhetorical devices, including topic sentences, transitions between and within paragraphs, and patterns of development.
3. Evaluate and utilize non-fiction materials such as longer academic passages and college level textbooks for comprehension and modeling.
4. Improve critical thinking skills through analysis of the content of complex texts for comprehension and modeling.
5. Write well-developed, unified, and coherent paragraphs, culminating in the writing of a five-paragraph essay.
6. Demonstrate college-level spelling/vocabulary, grammar, and punctuation skills.
7. Demonstrate fundamental computer literacy.
8. Instructors will teach integration of reading and writing skills

Instructors use a combination of these assessment measures in College Reading and Writing:

- classroom discussions,
- written assignments,
- written and oral peer responses,
- summative tests and quizzes
- electronic online practice exercises.

ENG 099 Basic Writing Skills II Guidelines and Tips

You should have the official course syllabus and the Basic Writing Skills II section of the “English Department Guide to Writing Courses.” If you do not have the official course syllabus, you can access it through the Jefferson College web page. Click “Academics,” “Programs/Departments,” “English,” and then “Course Syllabi.” Those documents give you an overview of the course; this one gives some parameters, ideas, and recommendations for teaching it.

The course has two main components: 1) grammar and punctuation skills and 2) paragraph to short essay writing. Some instructors divide the semester by teaching the mechanics first and then moving on to the writing portion. Others weave paragraph writing throughout the semester. Either approach is fine; just make sure the semester culminates in a short essay.

Blackboard Course Shell

We have uploaded a course shell to your Blackboard page. To access the course page, you must change your course from Luminis platform to Web CT by clicking the icon next to the course name on My Courses (on the STARS faculty page). Then click Web CT to change the setting. It will put up a warning about others who’ve joined the course. Just click “OK.” If you haven’t used Blackboard before, training sessions are available, and there’s more information than you would probably ever want to know about Blackboard here: http://vega.jeffco.edu/vmorgan/JC_Blackboard_Manuals.pdf (available under the “Faculty” tab on STARS).

The shell includes exercises and links to supplement the textbook and prepare students for the tests. This material is there for you to use as you see fit. You can have the students work on practice exercises at home or take them to a computer classroom for practice during class time. Keep in mind that computer classroom availability is limited and is necessary for testing, so please minimize use if there are other sections that may need the space.

You can also access the web sites using the SMART Board in your classroom. Doing the online exercises during class gives students instant feedback and saves the book exercises for homework if you want to assign them. After you go over a grammar or punctuation concept from a particular chapter, you can pull up the exercises. Students can call out answers individually, or you can have them work in small groups and come up with answers. Their responses will give you an idea of the class’s progress and understanding of the concepts, but some students will dominate and will call out answers quickly while quieter students can get lost. For this reason, it’s best to use a variety of approaches.

MyWritingLab

The course page also includes a link to the MyWritingLab online supplement. The students should have a card shrink-wrapped with their book that gives them an access code for MyWritingLab. It’s a valuable product, but some have encountered issues with it, so there are a few things you should keep in mind. First, you’ll need to set up the course, ideally before the semester starts; training is available from the publisher if you need help. Jacob Clark, the Pearson Publishing representative, can be reached at 614-841-3629 (this number is for instructors, not for students). Also, students who bought the book used or from a source other than our bookstore will not have the card. Access is available for by credit card purchase if the students log on to www.mywritinglab.com. It can be tricky getting students logged in and comfortable navigating the web site – you might want to consider reserving

computer classroom space during the first week or two of the semester to help facilitate that process. Despite some of these potential issues, the exercises provide good preparation for the tests. Likewise, because we require students to purchase this access with their textbooks, we required that instructors use it and give points for it, though exactly how it is used and how many points to assign is up to the individual instructor.

Testing Overview

For the grammar and punctuation portion, students must achieve an *average score of 80% on the four tests*. (In other words, it is not necessary for students to achieve an 80% on *each* test as long as the average of all four tests is at or above 80.) Tests consist of the following grammar concepts:

Test One: identifying subjects and verbs, identifying phrases and clauses, and subject-verb agreement

Test Two: fragments and run-ons

Test Three: punctuation

Test Four: pronouns, modifiers, and parallelism

The test questions are randomly generated from a database. Each student's test will be different, but some questions may carry over from attempt to attempt. If you find test questions with errors, please let Shanie Latham know by e-mailing slatham@jeffco.edu.

Testing Parameters

Here are some guidelines to keep in mind for the tests. All instructors need to adhere to these rules in order to ensure fairness across sections.

- ◆ These tests must be given in a **controlled setting** (either a computer classroom under your supervision or in the campus testing/assessment center) **but are open book, open note**. Make sure to plan ahead if your class does not meet in a computer classroom. On the Hillsboro campus, Tina Jokerst can help you reserve computer classroom space as needed, but such space is at a premium, so the earlier you ask about it, the better your chances of getting the room when you need it. Contact the staff at the front desk at JCA to reserve computer labs at those campuses. For second and third attempts at the tests, you can make the determination about whether to reserve lab time or to send the students to the Testing Center for retesting outside of class based on how many students need to retest.
- ◆ The tests must be **timed**: students have 45 minutes to complete the tests once they have begun taking them. Even if your class meets longer than this, you must adhere to the time limit in order to ensure fairness across sections.
- ◆ Tests One and Two should be given **at least once before midterm**.
- ◆ Students may have **three chances to pass each test**. Students should be required to master practice exercises, such as those in My Writing Lab, before attempting the test again. They must wait at least two days before retesting; we would recommend that you assess whether the student is ready before he or she takes the test again.

Administering Tests

After the students have prepared for the first test, schedule lab time for them to take it and change the availability date for Attempt 1. If you want, you may allow students to print the test so they can write on it (maybe scratching out prepositional phrases or underlining subjects), but the tests must be

administered online and the printed tests must be turned in to you for shredding after testing has been completed. (Though we understand that students are able to see the tests after they've completed them, we don't want to encourage the printing or possible distribution of the questions.)

After the students finish the test, encourage them to go over it and see what areas gave them difficulty. Remind them that they have two more attempts. Some students will be frustrated with their results and will want to retake the test very quickly. You should discourage that; tell them that they need more practice and it's better to prepare than to rush.

The second and third attempts for each test are not controlled by date, but a password is required in order to access the test. You will need to create and set your own password for these tests. The tests are set up that way so that the second and third attempts can be taken separately rather than all at once on a certain date. If you send the students to the Testing Center, you will need to write the password on the form for the center. If you have any questions about administering tests, you can email the Testing Center at jchtc@jeffco.edu for the Hillsboro campus or jcatc@jeffco.edu for the Arnold campus.

Students often have the most difficulty with Test 1, and sometimes the material that comes later helps them understand the Test 1 information better. It's good to remind them that course material builds on itself. An understanding of subjects and verbs is the building block for everything that follows. However, a good sense of fragments and run-ons may make subjects and verbs more clear in retrospect. It can be wise to intersperse review of earlier material into the introduction of new concepts and to space the second and third attempts of tests far apart. Final attempts can even wait until near the end of the semester.

A student who earns a score of 80% or better on her first or second attempt at a test has met the class requirement, but she may take the test again to try to raise her grade and/or to help counteract lower-than-80% scores on other tests. Even if a student does not achieve an average of 80% after all three attempts on all tests, she should be encouraged to continue working on course material so she can potentially earn a D rather than an F in the course.

It's probably best not to let students know this until late in the semester, but we have built a second chance into the class. Students can retake the COMPASS placement test and attempt to test into Composition I. Shirley Davenport will provide forms that you complete and students take to the Assessment Center to enable them to retake the COMPASS. The students will need to bring you the form showing their test results; if they test into Comp. I, their score will override their failure on the test modules.

Paragraph Writing

The course shell includes some links to paragraph information and exercises to supplement the book. MyWritingLab also includes writing exercises and prompts. Paragraphs should be built around topic sentences, transitions, and supporting details. As the syllabus says, you should introduce the rhetorical modes to students. The book is organized around using the modes for paragraph development; it's not necessary to teach or assign all of them, but they provide structure.

The paragraph writing portion of the course should reinforce the grammar and punctuation lessons. Make sure students demonstrate what they've learned about the components of correct writing by adhering to those standards in their own compositions. Make sure, too, that the paragraph grades

figure heavily enough into students' overall course grades that if they do not complete them, or do not do well on them, their overall course grades are unlikely to be higher than a D.

You can introduce the students to peer response if you want. Have them exchange paragraphs and respond to each other's writing. They can also do some collaborative paragraph writing in class. The focus of the writing portion of Basic Writing Skills II is paragraph writing, but by the end of the semester, you should transition to short essays. We recommend that you focus on organization, particularly thesis statements and transitions, to prepare students for academic writing in Comp. I.

Writing Rubric

One measure the department has instituted in order to ensure fairness across sections is the use of a rubric for grading formal writing assignments (final drafts of paragraphs and essays). A departmental rubric has been created and may be used for this purpose, but instructors are encouraged to develop their own rubrics if they prefer, as long as they give a similar weight to the concepts included in the department rubric. Instructor-created rubrics must be approved by the English Department, but please don't let this be a deterrent to creating and/or using your own rubric should you wish to do so. We welcome variations and will be eager to see your suggestions; we may even ask to incorporate some of your ideas into the department's rubric.

Course Grading

Instructors may determine exact weighting of assignments, but they must fall within the below ranges and must be published in the syllabus. This consistency among instructors is important in order to ensure fairness across all sections.

- Formal Writing (includes paragraphs, essays, exit paragraph) 50 – 65% of total grade
- Grammar Test Modules 20 – 30% of total grade
- MyWritingLab (must be assigned for a grade at some point) 5 – 15% of total grade
- Other (Homework, quizzes, in-class, drafts, etc) 5 – 15% of total grade

End Results

Despite your best efforts, some students will not pass the course—either their writing will not have improved enough to bring their overall course grade above a C, or they may not achieve 80% on the grammar tests or 70 on the COMPASS. If those students express disappointment or frustration, discuss with them the areas in which they have shown progress and what they need to focus on to improve when they retake the class. Also, remind them that their results show they are not ready for Comp. I, and we would not want to place them into a course for which they do not yet have the skills to succeed. **Regardless of their overall grades in other work, students who cannot pass either the modules or the COMPASS cannot receive a final course grade higher than D.** Some students will fail to hand in much, if any, written work and will fail the class despite passing the tests. Other students will pass the tests but write weak paragraphs; some of those students may even pass the class but leave the instructor with qualms about sending them on to Comp. I. These are the challenges of Basic Writing Skills II.

More important, though, are the rewards of the class. You will see great progress over the course of the semester in the students who stick with it and work at it. Students who have struggled in English classes over the years will feel joy and accomplishment when they finally understand where to put commas or what a semicolon is. Comp. I will probably still present some grammar and punctuation challenges, but students who have been introduced to the concepts and understand the terminology as a result of Basic Writing Skills II do well and are often grateful for the preparation.

Have a great semester. If you have questions about or suggestions for the class, contact Shanie Latham (slatham@jeffco.edu or ext.3276), Susan Todd (stodd@jeffco.edu or ext. 3347), Amy Call (acall@jeffco.edu or ext. 3320), or Matt Vaughn (mvaughn3@jeffco.edu or 3293).

ENG101 English Composition I

Prerequisite: Writing Skills COMPASS score of 65 or higher or Writing Skills ASSET score of 40 or higher, ACT English score of 20 or higher, ENG001

English Composition I offers the student the opportunity to learn to write competent expository essays and to do preliminary research. Students will review grammar and mechanics, but the emphasis is on the writing process. English Composition I is required for all degrees.

Department Objectives and Guidelines

The following are the objectives on which Composition I instructors base their courses. Areas of agreement and optional areas are given under each objective.

- The student should be able to use the well-developed, coherent, unified paragraph as a building block of a well-developed, coherent, unified essay.

Agreed: Whereas it is essential that students understand the function of a paragraph, the focus of Comp I is on the longer (500- to 1500-word) essay.

Optional: An instructor may assign paragraph writing in the early part of the semester. Or the instructor may begin with longer essays and demonstrate the relationship of the paragraph to the longer theme as a whole.
- The students should be able to demonstrate the ability to write well-developed, coherent, unified essays with clear thesis sentences of a minimum of 500-750 words.

Agreed: Instructors should require at least three 500-750 essays and one 1,250-1,750 word MLA documented research paper. Each essay should include at least one rough draft for peer or instructor review in addition to the revised and polished final draft.

Optional: Some instructors prefer to use a portfolio approach for students writing and revising their essays.
- Students should demonstrate awareness of the stages of the writing process: developing, drafting, revising, editing, and proofreading.

Optional: Some instructors include rough drafts and peer or instructor evaluation as part of the final paper grade; others evaluate the process without assigning points for this process to the final paper.
- Students should be able to demonstrate an understanding of the primary rhetorical types (narration, cause-effect, definition, etc.). Students should be assigned a variety of different writing “types” to expose them to the demands of academic writing.

- Optional: Some instructors prefer a strict rhetorical-types approach, assigning the model (e.g., comparison-contrast) and asking the student to find a suitable topic to fill that model. Others prefer to begin with the students' ideas, then make the students aware of the model into which those ideas best fit.
- Optional: Some instructors prefer to focus essay assignments based on a "writer's situations," such as recalling an experience, observing a scene, taking a stand, proposing a solution, and other such real life writing situations.
5. The students should be exposed to the written word (1) as models for their own writing; (2) as a means to demonstrate recognition of writers' use of rhetorical types; and (3) as practice for evaluating effective communication.
- A. Optional: The following guidelines are to be considered when picking the type of written work that is to be given to the student.
1. **The works of other students in the class:** In workshop conferences, specific criticism should be considered so worthwhile feedback can be given; group dynamics should be integrated for a successful discussion.
 2. **Prose models for exposition:** Students should be shown clearly the connection between their writing and the models they have. Instructors should consider the difference in impact between student and professional models.
 3. **Literature (literature is defined as "fictional works" as distinct from exposition or essays):** Whereas exposition can often be used as a model, there are many specific reasons, such as use of connotation, tone, and specific detail, for using literature as models. Again, it should be clear to the students exactly how the model relates to their own expository essays.
- B. Optional: Literature may be used to help students gain an appreciation of literature, and/or it may be used as the basis for such writing assignments as summaries, paraphrases, and papers dealing with usage (specific diction, control of tone, etc.)
6. The students must demonstrate a basic understanding of the process and conventions of research, including the ethical consideration not to plagiarize. Thus, the students will demonstrate that they can find specified information in the Jefferson College Library and/or reputable online sites and can prepare a Works Cited page using MLA conventions for bibliographies. They will demonstrate their ability to integrate quotes into their own writing and to use MLA form for INTERNAL citation, NOT footnotes.
7. Textbook: *The Bedford Guide for College Writers* by Kennedy, Kennedy, and Muth, 10th edition

ENG102 English Composition II

Prerequisite: ENG101/101H with a grade of “C” or better.
3 semester hours credit

English Composition II continues to study the writing process stressed in Composition I. Students will practice reading and writing critically and analytically, writing exposition, persuasion / argumentation and the research paper. Composition II is required for the Associate of Arts degree.

Department Objectives and Guidelines

The following are the objectives which the Composition II committee found most Composition II instructors use.

- The students should be able to continue writing as a process and demonstrate an understanding of the process of thinking, prewriting, writing, and revising.

Optional: Some instructors include rough drafts and a peer or instructor evaluation as part of the final paper grade; others evaluate the process without assigning points for this process to the final paper.
- The students will demonstrate a proficiency in the process and conventions of research. The student should complete a 6 to 10 page research paper. Thus, students will demonstrate the ability to research a subject, limit a topic, and support a thesis with documented material.

Agreed: The student will use MLA conventions for the bibliography and will demonstrate the ability to integrate quotes and paraphrases into his or her own writing, using MLA form for internal citation, not footnotes. Upon completion of the research paper unit, the student should be familiar with major library resources and services (i.e., subscription databases, Archway, and MOBIUS).
- The students should demonstrate an ability to think and write critically and analytically, incorporating a variety of rhetorical modes in unified and coherent essays.

Agreed: Whereas the emphasis in Composition I is on the 500 to 1000 word expository essay, the focus of Composition II is on the longer (750 to 1500 word), more analytical essay. Instructors should require an equivalent of 20 to 30 typed pages of writing that will be graded as part of the final grade in Composition II. Of those 20 to 30 pages, 4 to 8 papers must be full-length essays which are submitted in their final form for a grade.

Optional: Some instructors prefer to assign only full-length essays. Others include in the 20 to 30 pages other shorter, less polished “practice” writing such as journals, summaries, etc.

4. In both reading and writing, the students should demonstrate an awareness of language and an understanding of precise diction, sentence variety, connotation, and abstract/concrete words.
5. The students should be exposed to the written word (1) as models for their own writing; (2) as a means to demonstrate recognition of writers' use of rhetorical types; and (3) as practice for evaluating effective communication.
 - A. Optional: The following guidelines are to be considered when picking the type of written work to be given to the student.
 1. **The works of other students in the class:** In workshop conferences, specific criticism should be considered so worthwhile feedback can be given; group dynamics should be integrated for successful discussion.
 2. **Prose models for exposition:** Students should be shown clearly the connection between their writing and the models they have. Instructors should consider the difference in impact between student and professional models.
 3. **Literature (literature is defined as "fictional works" as distinct from exposition or essays):** Whereas exposition can often be used as a model, there are many specific reasons, such as use of connotation, tone, and specific detail, for using literature as models. Again, it should be clear to the students exactly how the model relates to their own expository essays.
 - B. Optional: Literature may be used to help students gain an appreciation of literature, and/or it may be used as the basis of such writing assignments as summaries, paraphrases, and papers dealing with usage (specific diction, control of tone, etc.)
6. The students should develop skill as critical readers and be able to: state and support the theme of a work; describe the author's tone, motivation, and style, and identify those essential elements that contribute to the effectiveness of the work.

Agreed: Students should be exposed to a variety of topics, styles, and authors. Reading material should include more than one literary type. It should be clear to students how the study of literature relates to their own writing.
7. The students should become more independent writers, sharing responsibility in determining topic, voice, style, and rhetorical strategies since this may be the student's last writing course.

Agreed: Students will make more choices as they plan and complete writing tasks with fewer parameters.
8. Textbooks

Writer's Reference with Writing about Literature by Hacker & Summers, 9th edition

Literature: The Human Experience by Abcarian, Klotz, and Cohen, 11th edition

Quality of Student Work:

We prefer that instructors use the traditional grading scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F. We have a grading rubric for use in determining composition grades, particularly in Comp II. It is a guide which helps to insure uniform grading practices throughout the department.

We recommend that students submit evidence of process, i.e., prewriting, annotated drafts, research, etc., with final drafts. We also strongly recommend that some of your writing assignments be done in class under your direct supervision to ensure honesty. Some students believe that it is acceptable to have out-of-class work done by wives, husbands, friends, etc. In-class writing assures you a basis for comparison. You might do a sample writing in class the first session for later diagnostic purposes and comparison.

We hope that you do not have to cope with cheating, but if it does occur, contact the Division Chair, Michael Booker. You have several options; if the student has blatantly cheated (and you can prove it), he or she should fail the course. For instances which are less offensive, the penalty can be less severe; contact the Division Chair in either case. The statement in your syllabus sets the options you have when dealing with academic dishonesty.