TEACHING POLICIES AND PROCEDURES

DEPARTMENTAL WEBSITE
Please acquaint yourself with the English department website (www.usm.edu/english). It includes important information about program requirements, faculty, upcoming events, current and upcoming courses, student organizations, departmental awards, and instructor resources. The Instructor Resources page of the website includes necessary information for teaching courses in the English department, as well as numerous teaching resources and ideas. Please contact Jaide Hollingsworth at jaide.hollingsworth@usm.edu with questions regarding the website.

UNIVERSITY EMAIL
All faculty, students, and staff at the University of Southern Mississippi are required to activate and use their USM email accounts for all official correspondence. Once activated, it is easy to arrange for USM email to automatically forward to a secondary account. In addition, instructors are encouraged to require their students to use their USM email accounts so they can email students via SOAR. For additional information regarding how to activate your USM email, contact the iTech Help Desk at 601-266-4357 or go to the English Department Graduate Quick Links page and click “Email Forwarding.”

ENGLISH GRADUATE/ADJUNCT LISTSERV
All graduate and adjunct instructors are expected to subscribe to the graduate listserv with a current email address. Vital information about teaching, courses, and administrative expectations is shared through the listserv, and it is essential that you check for messages regularly. You can sign yourself up on the Graduate Quick Links page of the English department website under “Grad Listserv.” Once you have signed up for the listserv, you may post to it by emailing English.grads@usm.edu. Please note that your postings must originate from the email address under which you signed up. If you have any trouble posting to the listserv, please contact Jaide Hollingsworth.

ADMINISTRATIVE COMMUNICATION
If you are contacted by the upper administration (Office for Disability Accommodations, the Vice President for Student Affairs, or the Dean of Students) regarding a student in your class with requests that seem out of the ordinary, please contact Joyce Inman, Linda Allen, or Monika Gehlawat (or Damon Franke for Gulf Park instructors) prior to responding to the request so the department can provide advice and support regarding the individual situation.

OFFICE HOURS/STUDENT CORRESPONDENCE
Instructors are required to hold a minimum of one office hour a week per section taught in order to be available to students. Office hours must be held in assigned offices on the third floor of the LAB or in an assigned office on the Gulf Park campus. Instructors teaching online are expected to hold regular office hours via Blackboard IM. In addition, all instructors are expected to respond to student emails within 48 hours. Students should be informed that instructors are not available by phone—email only. Instructors may set up Google Voice accounts if they are interested in providing students with a phone number for contact. Instructors should not correspond with students regarding professional USM matters via text messaging or social media even if invited to do so.

INSTRUCTOR ABSENCES
If you must miss classes due to illness or professional obligations, arrange to have a colleague proctor your courses. If this is not possible, you are responsible for emailing your student roster to inform students that class is cancelled. In addition, please notify the English department staff at English@usm.edu or damon.franke@usm.edu (for Gulf Park instructors) with your class name, section, time, and room number so that they can post a sign on the classroom door. If you must miss more than
three course periods in one semester, you must speak to the Chair or the Director of Composition to make appropriate arrangements.

**ADDING STUDENTS**
Due to the high demand for composition and world literature courses every semester, it is likely you will be contacted at some point by students hoping to be added to your course, even though it is full. As a matter of department policy, we do everything in our power to keep the enrollment caps of our courses as low as possible. Therefore, we will not add students beyond the current enrollment cap of 24 for composition courses and 40 for world literature courses.

If students who wish to be added come to the first day of class and you have students on your course roster who are not in attendance, you have two options. You may tell them to keep checking SOAR several times a day, as these non-attending students may very well drop. In other words, diligent, unregistered students may be able to "add" themselves into a section on their own during the first week of classes. You should also make it clear to unregistered students that even though you cannot guarantee them a spot, they must attend every class meeting and complete all homework assignments or they will not be allowed to add the course when space becomes available. In addition, you may create a waiting list for the course and if you have a student who is clearly diligent, and adding them to your course will not push your enrollment over the 24 (or 40 for 203) student cap, you may email English@usm.edu with the student’s name and student ID number and request that the student be added to your class.

After the sixth day of the semester, students must have departmental approval to add a class. All adding of classes is done via a “late add” special permission request on SOAR. If you approve a late addition, you must indicate in the comment field whether the student has been attending. Once a student receives a verbal agreement from you regarding your class and generates the request, instructors must approve or deny the request through SOAR. **Please note that you should only add students who have been attending class regularly.** Approved requests will be forwarded to the Chair, and then to the Registrar’s Office. **Under no circumstances are you to add students beyond the enrollment cap.**

**DROPPING STUDENTS**
Students may drop classes via SOAR until the add/drop dates listed for each semester. After the initial add/drop window closes, students must initiate a “late drop” special permission request via SOAR. Instructors will then have to approve the request, which will be forwarded to the Chair and the Registrar’s Office when approved. It is important to remind students that they are financially responsible for any class they drop after the seventh day of classes and that the associated credit hours will be deleted. This could result in the student’s total semester hours dropping below full time status—placing their financial aid benefits in jeopardy. Instructors should make it a practice to contact students directly via email informing the student of both the financial and credit hours liabilities before approving the drop (often students are unaware and may choose not to drop the class after all). It is best practice to give students a 48 hour window in which to respond to your email before you approve the drop request. In addition, ALL students dropping a course after the initial drop period and until the 50th day of the semester will receive a grade of W. Students cannot drop the class after the 50th day, and they will receive a letter grade for the course. If you have questions about this policy, please contact the Director of Composition.

**PHOTOCOPIES**
To make copies of syllabi, assignments, and vital course information, complete the online form located on the department website under “Print Request” or submit a request to the Arts and Letters office on the Coast. Allow 24 hours for requests to be completed. The office will not copy longer readings, sample student papers, or copy materials longer than four pages. You may place these items on reserve in University Libraries and/or you may request office staff to scan the documents and provide you with a PDF file for electronic distribution, posting on Blackboard, or library e-reserve.
SEXUAL HARASSMENT
The university sexual harassment policy is as follows: The University of Southern Mississippi, in its efforts to foster an environment of respect for the dignity and worth of all members of the University community, is committed to maintaining a work-learning environment free of sexual harassment. It is the policy of the University that no member of its community shall sexually harass another. Any employee or student who violates this policy is subject to disciplinary action. Sexual harassment is illegal under both state and federal law.

To address this policy, we recommend that no graduate or part-time instructor meet with a student in any setting other than a professional, public one. If you encounter behavior you believe might constitute sexual harassment (or any other form of discrimination), please contact the Department Chair.

CONSENSUAL RELATIONSHIPS POLICY
There are special problems in any romantic or sexual relationship between individuals where one party possesses direct academic, administrative, supervisory, evaluative, counseling, or extracurricular authority over the other party. Such positions include, but are not limited to, teacher and student or assistant, supervisor and employee, senior faculty and junior faculty, mentor and trainee, advisor and advisee, counselor and client, teaching assistant and student, coach and athlete, and the individuals who supervise the day-to-day student living environment and student residents.

No University employee shall enter into or maintain any romantic or sexual relationships with students or with employees over whom they exercise any academic, administrative, supervisory, evaluative, counseling or extracurricular authority or influence. Similarly, no University employee shall exercise any academic, administrative, supervisory, evaluative, counseling or extracurricular authority over any student or employee with whom that employee had previously been involved in a romantic or sexual relationship.

BEHAVIOR PROBLEMS
In order to protect the University's educational purposes and the university community, a student may be formally referred to the Office of the Dean of Students whenever there is a reason to believe that his or her conduct is significantly and consistently disrupting the teaching and/or learning of other students in the class. Instructors are encouraged to document student behavior by emailing English@usm.edu so that the department has a written record of classroom behavior issues. If a student's behavior becomes impossible to manage inside the classroom, you should contact the Director of Composition or the Chair.

COURSE AND SYLLABUS REQUIREMENTS
First-semester graduate instructors at the University of Southern Mississippi use a personalized common syllabus provided during orientation the semester the instructor is enrolled in ENG 690. Graduate instructors who have completed ENG 690 successfully and instructors of all ranks are encouraged to develop syllabi that allow them to teach to their particular pedagogical strengths. Instructors are responsible for designing their curriculum, and instructors who choose to use a sample syllabus are responsible for updating the information and making it relevant to their classes. Due to university textbook regulations, instructors teaching first-year composition are required to use the approved texts for Composition I, Composition II, Technical Writing, and World Literature. In addition, all English composition GEC courses must adhere to the following guidelines: 1) meet the learning outcomes developed by the department; 2) include the requisite number of primary writing assignments that clearly meet these outcomes; 3) utilize a portfolio system of assessment; and 4) include the syllabus components listed below. Instructors may request to be added to various shared storage drives to view and share sample syllabi and assignments.
Graduate and adjunct instructors teaching courses outside of the composition GEC courses (ENG 99E, 100E, 203, 332, etc.) are required to meet with the faculty member responsible for those specific classes regarding course content requirements.

REQUIRED SYLLABUS INFORMATION FOR ALL COURSES

• Instructor name
• Instructor office hours (Note: Instructors must hold at least 1 office hour per week per 3 credit class)
• Instructor contact information (USM email address, USM office location, see Student Correspondence policy for additional information)
• List of required materials for course (textbooks MUST be the approved textbook for the course)
• Course description
• GEC learning outcomes
• Department programmatic learning outcomes
• Descriptions of assignments, including the grade weight for each assignment (Note: If assigning a grade for class participation, please clearly delineate requirements for that participation)
• Explanation of grading policy that also refers to the departmental Standards for Evaluating Student Writing and/or includes a rubric
• Programmatic assessment note
• Absence policy that is consistently applied to all students
• A plagiarism policy that also directs students to USM’s statement regarding academic honesty
• A specific policy regarding late work that is consistently applied to all students
• A statement regarding Blackboard 9.1 access
• The approved statement regarding accommodations for students with special needs
• The approved statement regarding both the University Writing Center and the University Speaking Center
• A schedule of assignments and activities, including due dates for all major assignments

If you would like to see samples of syllabi or have any questions, please contact the director of composition. All instructors are required to submit their syllabi and office hours to the department office by the end of the first week of class every semester. You will receive an email through the listserv with instructions about how to upload your syllabi.

ONLINE COURSE AND SYLLABUS REQUIREMENTS

Instructors teaching online courses for the Department of English are required to adhere to all of the above policies. In addition, instructors teaching online courses must adhere to the following guidelines:

• Utilize the Bb platform for all elements of the course and adhere to the University’s social networking policies
• Participate in Bb training sessions offered through the Learning Enhancement Center or provide evidence of experience teaching online courses via the Bb platform
• Provide clear instructions regarding the nature of an online course on the course syllabus
• Require students to submit quizzes, essays, and exams via the Bb platform for grading and archival purposes
• Grade all assignments using the Blackboard grade book platform
• Provide regular and consistent instructional content in the forms of scheduled online chats/lectures, videotaped lectures, detailed slideshows, and/or other appropriate delivery methods
• Hold an online equivalent of office hours using Bb IM for students that allows for easy and regular contact
• Respond to student emails within 24 hours whenever possible
Finally, please take time to read the CCCC Statement on Principles for Online Writing Instruction at http://www.ncte.org/cccc/resources/positions/owiprinciples.

COURSE OUTCOMES

ENG 099E: Expanded Composition Studio
Instructors teaching ENG 099E must consider the needs of students in the expanded composition program and design a studio-style course to provide students with additional resources and support. A significant portion of class time should be devoted to writing exercises, activities, and in-class writing designed to complement ENG 100E coursework.

Student Learning Outcomes
ENG 099E is a required course for students who do not meet traditional admissions requirements. Students in this course are expected to work toward the following learning outcomes:

- critical reading and response skills, using assignments and/or objectives from English 100E;
- the writing and revision processes;
- utilizing invention strategies to develop ideas in writing;
- understanding audience and establishing an appropriate purpose or focus;
- conventions of style and expression in the context of writing;
- revising and editing drafts; and
- providing substantive feedback on peers’ drafts.

ENG 101: Composition I
Instructors teaching Composition I must include four primary writing assignments that in combination assist students in meeting the GEC and the departmental learning outcomes for the class. See the table below for information pertaining to genre expectations and ideas for Composition I. All Composition I courses must conclude with a portfolio requirement. The portfolio must include a reflection essay and two samples of revised student writing (one of which must engage source materials in a significant way).

Student Learning Outcomes
ENG 101 is a GEC-required course at USM, and students taking this course are expected to meet the following GEC learning outcomes:

1. the student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. the student can observe conventions of Standard English grammar, punctuation, spelling, and usage.
3. the student can write a coherent analytical essay [considering the] rhetorical situation or through written communication effectively analyze the components of an argument.
4. the student can find, use, and cite relevant information.

In order to assist students in meeting these GEC learning outcomes, the Composition Program at Southern Miss has identified specific learning outcomes for each of its first-year writing courses that are meant to complement the GEC outcomes and are based on the WPA Outcomes Statement for First-Year Composition. At the completion of ENG 101, students will be able to:

- see that writing is a form of social interaction;
• analyze rhetorical situations and make effective choices based on audience and context;
• responsibly synthesize material from a variety of sources;
• make claims and support them with appropriate evidence;
• use writing to critically explore, explain, evaluate, and reflect on their experiences and on those of others;
• understand and effectively use a range of genres/forms;
• use conventions of expression appropriate to situation and audience;
• effectively revise and provide substantive feedback to others on their writing;
• articulate a revision strategy based on an understanding of their own writing processes;
• understand and use a variety of technologies in research, writing, and other forms of social interaction.

Potential Assignments (in no particular order but paying attention to scaffolding and course learning outcomes)

<table>
<thead>
<tr>
<th>Personal Essay Assignment</th>
<th>Critical Essay/Argument Assignment</th>
<th>Critical Essay/Argument Assignment</th>
<th>Synthesis Assignment (must cite course readings)</th>
</tr>
</thead>
</table>

ENG 100E/101: Composition I-Expanded
Instructors teaching Composition I-Expanded must include three primary writing assignments in the fall semester and three primary writing assignments in the spring semester. These assignments are to be similar in nature to genres assigned in Composition I. Instructors teaching Comp-I Expanded will receive a packet including information specific to teaching this class. All Comp I-Expanded courses must conclude each semester with a portfolio requirement. The first-semester portfolio must include a reflection essay and one sample of revised student writing, and the second-semester portfolio must include a reflection essay and two samples of revised student writing from the two semesters of the expanded class (one of which must engage source materials in a significant way). The student learning outcomes and potential assignments for Comp I-Expanded are the same as Composition I, but the scaffolding of assignments is even more important given the nature of the class. Instructors teaching in the expanded program are expected to review their assignment sequences with the basic writing coordinator prior to the beginning of the semester.

Potential Assignments (in no particular order but paying attention to scaffolding and course learning outcomes)

Semester One

<table>
<thead>
<tr>
<th>Personal Essay Assignment</th>
<th>Bridge Assignment</th>
<th>Critical Essay/Argument Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Narrative Learning Autobiography This I Believe Essay</td>
<td>Profile Essay Image Analysis Critical Reading/Response</td>
<td>Taking a Position Synthesis Essay Argument Essay</td>
</tr>
</tbody>
</table>
ENG 102: Composition II
Instructors teaching Composition II must include four primary writing assignments. See the table below for information pertaining to genre expectations and ideas for Composition I. Note that Composition II courses must include a significant research-writing project. All Composition II courses must conclude with a portfolio requirement. The portfolio must include a reflection essay and two samples of revised student writing (one of which must be the research project). Composition II is a GEC writing-intensive course, and students must write a minimum of 5,000 words.

Student Learning Outcomes
ENG 102 is a GEC-required course at USM, and students taking this course are expected to meet the following GEC learning outcomes:

1. the student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. the student can observe conventions of Standard English grammar, punctuation, spelling, and usage.
3. the student can write a coherent analytical essay [considering the] rhetorical situation or through written communication effectively analyze the components of an argument.
4. the student can find, use, and cite relevant information.

In order to assist students in meeting these GEC learning outcomes, The Composition Program at Southern Miss has identified specific learning outcomes for each of its first-year writing courses that are meant to complement the GEC outcomes and are based on the WPA Outcomes Statement for First-Year Composition. At the completion of ENG 102, students will:

- have a deeper appreciation for how rhetorical situations influence reading, writing, speaking, and thinking;
- be able to engage texts more critically, and to more appropriately and accurately incorporate the ideas of others in writing;
- know the “moves” for making and supporting several different kinds of academic arguments, including how to use a range of evidence to support claims;
- be able to use several common academic genres, including annotated bibliographies, reports, research studies, scholarly reviews, etc.;
- be more adept at addressing different academic audiences, including how to discover the specific conventions for communicating, researching, and circulating knowledge in a range of academic communities;
• understand and use a variety of technologies in research, writing, and other forms of social interaction;
• know how to conduct focused research using a range of library resources, including the library catalog and databases of scholarly articles;
• understand that an integral part of the revision process is discovering meaning and rethinking the rhetorical choices that best portray these ideas;
• communicate more effectively using the conventions of standard edited English.

Potential Assignments (in no particular order but paying attention to scaffolding and course learning outcomes)

<table>
<thead>
<tr>
<th>Argument Assignment I</th>
<th>Argument Assignment II</th>
<th>Research-Based Assignment</th>
<th>Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image Analysis</td>
<td>Image Analysis</td>
<td>Annotated Bibliography</td>
<td>Research Report</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>Rhetorical Analysis</td>
<td>Research-Based Proposal</td>
<td>Research Essay</td>
</tr>
<tr>
<td>Critical Response</td>
<td>Critical Response</td>
<td>Problem-Solution Essay</td>
<td>Multimodal Research</td>
</tr>
<tr>
<td>Synthesis Essay</td>
<td>Synthesis Essay</td>
<td>Wiki Assignment</td>
<td>Stakeholder Research</td>
</tr>
<tr>
<td>Argument Essay</td>
<td>Argument Essay</td>
<td>Group Research Project</td>
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<tr>
<td>Digital Project</td>
<td>Digital</td>
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<tr>
<td></td>
<td>Composition/Redux</td>
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</table>

ENG 333: Technical Writing

Instructors teaching Technical Writing must include three primary writing assignments appropriate to a course focused on technical writing genres. Instructors must require at least one assignment that incorporates research. All Technical Writing courses must conclude with a portfolio requirement. The portfolio must include a reflection essay and two samples of revised student writing (one of which must illustrate research writing skills). Technical Writing is a GEC writing-intensive course, and students must write a minimum of 5,000 words.

Student Learning Outcomes

ENG 333 is a GEC course at USM, and students taking this course are expected to meet the following GEC learning outcomes:

1. the student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. the student can observe conventions of Standard English grammar, punctuation, spelling, and usage.
3. the student can find, use, and cite relevant information.

In addition, the Composition Program at Southern Miss has identified specific learning outcomes for each of its writing courses that are meant to complement our GEC outcomes. At the completion of ENG 333, students will be able to:

• analyze a writing task and its rhetorical context, including the purpose of the document, its audience, its scope, its uses, and its constraints;
• understand and execute genre conventions of various technical writing genres;
• understand the basic features of several academic, professional and public genres, and how to modify these features in response to new audiences and situations;
• create usable, persuasive, clear, accurate, and readable documents;
• understand the specific expectations of audiences in your chosen academic and professional field, and to adapt your prose and documents to more effectively address these expectations;
• develop a professional style of working in teams and effectively completing group projects;
• conduct more advanced research in a variety of contexts, and to more effectively incorporate this research in your writing.

Potential Assignments (in no particular order but paying attention to scaffolding and course learning outcomes)

<table>
<thead>
<tr>
<th>Career Portfolio (required)</th>
<th>Image-Based Assignment or Analysis</th>
<th>Additional Technical Writing Mediums</th>
<th>Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume or CV and Cover Letter</td>
<td>Website Infographic Brochure Genre Comparison</td>
<td>Team Writing Project Instructions Project Progress Report Data Analysis</td>
<td>Research Report Proposal Feasibility Report Grant Proposal</td>
</tr>
</tbody>
</table>

ENG 332: Advanced Composition

Instructors teaching Advanced Composition must include three primary writing assignments meant to further develop students’ academic writing skills. Instructors must include at least one major research writing assignment. All Advanced Composition courses must conclude with a final portfolio requirement. The portfolio must include a reflection essay and at least one written artifact that illustrates research-writing skills. Advanced Composition is a GEC writing-intensive course, and students must write a minimum of 5,000 words.

Student Learning Outcomes

ENG 332 is a GEC course at USM, and students taking this course are expected to meet the following GEC learning outcomes:

1. the student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. the student can observe conventions of Standard English grammar, punctuation, spelling, and usage.
3. the student can find, use, and cite relevant information.

In addition, the Composition Program at Southern Miss has identified specific learning outcomes for each of its writing courses that are meant to complement our GEC outcomes. At the completion of ENG 332, students will engage with the following learning outcomes:

• Students will learn to adapt their purposes and language uses to meet the expectations of a variety of audiences. By understanding how rhetorical situations influence reading, writing, speaking, and thinking, students will be able to approach each writing situation as an opportunity to analyze the perspectives and conventions of their audience and apply that analysis in their writing;
• Students will analyze the basic features of a variety of academic, professional, and public genres, and they will be able to select genres appropriate for their writing purpose and audience. Students
will also learn how to modify the features of a genre in response to new rhetorical situations, and they will demonstrate their ability to use genres to carry out their purpose and focus;

- Students will learn to recognize the different types of research methods and approaches appropriate to a variety of rhetorical situations and academic or professional discourses. Thus, students will be able to adapt their research methods to their writing purposes, and they will learn to incorporate research in their writing more effectively;
- Students should recognize that the credibility and effectiveness of their documents depend on their ability to choose and employ writing conventions—including grammar and mechanics, as well as documentation—appropriate for their audience and purpose. Therefore, students will focus on developing the precision tools available to them for effective communication;
- Because writing is a form of social interaction, students will learn to collaborate with others in creating and revising documents, and they will develop a professional approach to working in teams and managing group projects;
- Students will be able to understand and select from a range of technologies to use in any stages of their writing process, from research and invention to editing and publishing. Students will examine technological tools and platforms both as aides in composing and as modes for composing;
- Because an integral part of the revision process is discovering meaning and rethinking rhetorical choices, students will engage in careful, close revision to demonstrate their ability to think critically about their own writing processes and products, as well as the rhetorical situations in which writing takes place;

ENG 203: World Literature
Instructors teaching World Literature must include readings that represent geographic, historical, and generic diversity, as well as a set of writing assignments meant to further develop students’ academic writing skills and thesis development. As a GEC course, there is a requirement that students write a minimum of 2,500 words over the course of the semester, and one of the writing assignments must be a significant writing assignment for end-of-term assessment. This assignment should be no less than 1000 words and may or may not include outside research. Instructors will use a common text as the foundational text (2014 edition of Global Crossroads: A World Literature Reader) and teach at least five of the six selections (one or more of the three Mississippi writer selections is to be treated as a selection) from the Reader along with a play by William Shakespeare; the selection of the play is up to the instructor and can be ordered as a supplement text or provided as an e-text. In addition, instructors can further supplement the reading assignments with additional primary texts, handouts, and/or PDFs. Note that if you choose to order additional texts, an instructor is limited to ordering no more than three supplemental texts total and that includes the Shakespeare play. The ordering of another anthology as a supplemental text is prohibited.

ENG 203 is a GEC course at USM, and students taking this course are expected to meet the following GEC learning outcomes:

1. Students will develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. Students will use Standard English grammar, punctuation, spelling, and usage.
3. Students will evaluate major developments in world history, the historical roots of contemporary global cultures, or the literary, philosophical, or religious contributions of world cultures.
4. Students will comprehend and proficiently interpret text.
In order to assist students in meeting these GEC learning outcomes, The English Department has identified specific learning outcomes for the World Literature course. At the completion of ENG 203, students will:

- have an appreciation of world cultures as expressed through the literature from various geographic, historical, and cultural locales;
- be able to engage texts more critically, and to more appropriately and accurately incorporate the ideas of others in writing;
- have familiarity with “close-reading” techniques and the skills needed to analyze a written text, making and supporting critical interpretations through the analysis of textual evidence;
- have an appreciation of the creative and formal qualities of literary writing;
- communicate more effectively using the conventions of standard edited English.

Potential Assignments

In order to introduce and develop a student’s close-reading skills and the conventions of literary analysis, a sequence of close-reading exercises leading to a developed critical, thesis-driven analysis is recommended:

<table>
<thead>
<tr>
<th>Close-Reading Assignment Ia</th>
<th>Close-Reading Assignment Ib</th>
<th>Close-reading Assignment Ic</th>
<th>Close-reading Assignment II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present a focused problem or perspective and ask the student to find textual evidence from the text that supports or challenges the problem or perspective</td>
<td>Provide a short passage and have the student close-read the passage paying attention to literary, formal, and rhetorical moves</td>
<td>Provide a short poem and have the student explicate the poem and provided a detailed reading/interpretation</td>
<td>Building on one or more of the previous assignments, ask students to write a thesis-driven essay of literary analysis</td>
</tr>
</tbody>
</table>

In order to introduce and develop a student’s appreciation of the creative and expressive qualities of literary texts, a creative project may be assigned (these are often the most engaging and fun assignments to create as an instructor and to execute as a student):

Potential Assignments

- “Score a text”: ask students to select a number of musical pieces that enhance, dramatize, and/or highlight key moments in the text and otherwise interpret the text. A student must justify and explain his/her choices.
- “Visual translation”: Screen a film version/adaptation of a text and ask the student (or group of students) to reimagine a new, original adaptation in a visual medium such as a poster, film, diorama, or macaroni sculpture.
- “Rewrite a text”: ask a student (or a group of students) to restage a play by changing its time period, context, locale, culture. For example, restage Shakespeare’s Romeo & Juliet in a contemporary all-boys military academy. Or, write a new story in the “style of” another; for example, write a “personal narrative” or story in the style of Voltaire’s Candide or a “tall-tale” in the style of The Arabian Nights.
- “Make it a movie”: ask a student (or a group of students) to present a movie treatment for a text. This would include selecting actors, music, set and location design, costume ideas, and plot focus.
BB 9.1 SUPPLEMENTAL SHELLS
All instructors are required to activate supplementary course shells for their classes, where they can post syllabi and assignments, provide links to additional materials, and provide other course information and resources. Instructors teaching any composition course (100E, 101, 102, 332, or 333) who do not provide supplementary materials to students are still required to activate course shells in order to collect final portfolios at the end of the semester for the purpose of assessing and archiving student portfolios. To activate a supplemental shell for your course, change the status of the Bb link on your SOAR schedule. The program has created Bb templates for instructor use; instructors simply need to request that the shell include the template information.

GRADING POLICIES AND PROCEDURES

CLASS ROSTERS
To view your class roster, follow the steps outlined on the English Department website. Click on “Quick Links” then “Graduate” then “SOAR Quick Links.”

GRADE RECORDS
In case grade disputes occur after instructors have left the university, instructors are required to submit an official copy of grades (including all indicators) to the department after submitting final grades at the semester’s end. Instructors who utilize University grade books may request them from the English department office.

GRADING STANDARDS
The composition program maintains a common set of grading standards for all courses, which are available from the Director of Composition and on the department’s Instructor Resources page.

STUDENT PLACEMENT
Every instructor of first-year courses is expected to assign an in-class writing assignment the first week of class in order to determine whether each student is registered for the writing course best suited to his or her needs. Instructors can access a copy of the diagnostic letter to present to students they feel may benefit from changing courses from the Director of Composition. If you have any questions regarding these procedures, please contact the Director of Composition.

PORTFOLIO GRADING
The composition program at USM uses a portfolio grading system that emphasizes steady improvement over initial success. At the end of the semester, students should submit portfolios online via Bb. If instructors also require students to submit paper copies of their portfolios, they must be submitted directly to their instructor, either during the regularly scheduled exam period for the class, or on another day during exam week determined by the instructor. Please ensure that your students clearly understand where and when to submit their portfolios to avoid confusion and unnecessary strain on office staff. Students cannot submit portfolios to the office or to instructor mailboxes.

For programmatic assessment purposes, ALL portfolios must include a reflection essay and at least two revised assignments. One of these assignments should engage substantially with source materials (see the requirements for all composition courses listed above).

Instructors are not required to use a mathematical formula for determining final grades in their courses. However, whatever system you do choose to employ needs to be explained fully and in writing to
students at the beginning of the semester, and must be applied consistently across the whole class. Instructors who have not explained the process by which final grades will be determined open themselves up to charges of capriciousness and arbitrariness in grading, and possible litigation.

**PLAGIARISM**
The university plagiarism policy is as follows: *When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students. In addition to being a violation of academic honesty, cheating violates the code of student conduct and may be grounds for probation, suspension, expulsion, or all three. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.*

Course syllabi should include a plagiarism policy that directs students to the university statement on academic honesty. In addition, instructors may choose to include information in their syllabi related to self-plagiarism in order to inform students of policies related to submitting work graded for other classes as new and original work for the class in question. As a matter of program policy, instructors are **not required** to automatically fail students for the course in the event they have been discovered plagiarizing or self-plagiarizing (but this is certainly an option if the instructor feels it is appropriate). Instead, you may resolve the matter in whatever manner you deem appropriate, provided you use a consistent policy with all students enrolled in your class. Instructors are required to include their plagiarism policies on course syllabi. If in doubt about how to resolve a plagiarism case, the Director of Composition will assist you. In the majority of plagiarism cases, the program advocates the following protocol:

The instructor should meet with the student and address the issue. Students should receive a failing grade on the plagiarized assignment. In cases of what might be considered “unintentional plagiarism,” (the student was not attempting to mislead the instructor as to the source or author of the work), instructors may allow the student to rewrite the assignment. If the instructor does allow a rewrite, a deadline should be established. If the instructor and the student cannot agree on an effective resolution, they are required to arrange a meeting with the Director of Composition.

**ENTERING GRADES**
Instructors will receive notice regarding grade entry for NA, interim, and final grades. To submit grades, follow the steps outlined on the English department’s SOAR help web page.

**NA GRADES**
USM requires all instructors to submit an NA grade roster the first week of classes. If a student is listed on your roster and does not attend class the first week, he or she is to be marked NA. Instructors must submit NA rosters even if all students are attending.

**INTERIM GRADES**
At the University of Southern Mississippi, instructors provide grade reports for all students in the sixth week of the semester for retention purposes. Prior to the submission of interim grades, all instructors are expected to have returned at least one major, graded assignment to students. Instructors are required to average current course grades as interim grade indicators; however, instructors should impress upon students the fact that their interim grade only includes certain grades, and they will have significant opportunities to revise their work and therefore raise or lower their grades prior to the end of the semester.

**FINAL GRADES**
During the final week of each semester, instructors file grade reports on SOAR. The deadline for submitting final grades is 9 a.m. on the Monday after final exam week. It is your responsibility to ensure that all your grades have been successfully submitted before this deadline, and failure to do so can have
serious consequences. Please make sure your contact information has been updated with the department staff so that you can be reached should questions or problems arise.

EXPLANATION OF GRADES
A-D = pass (ENG 101, 203, 332, and 333)
A-C = pass (ENG 102)
F = fail
W = withdrawn
I = incomplete
NA = not attending

NOTES: An incomplete may only be assigned when a student has finished 80% or more of the coursework but needs more time for medical or other legitimate reasons. He or she and the instructor will decide on a deadline collaboratively, but if the student has not completed the coursework by the end of the following semester, the incomplete will become an F. The department strongly discourages the awarding of incomplete grades by graduate and adjunct instructors.

In addition, a final grade of NA should be assigned to students who have failed to attend two-thirds of the class. Students who complete the majority of the class and choose not to attend later in the semester should be assigned a failing grade.

CHANGING GRADES
After final grades have been reported, the only way to make a grade change is to request a change of grade through your SOAR faculty center. You will be asked to provide the student's ID number, the course number and section, the new grade, and a concrete justification for the change. Change of grade requests should only be submitted in warranted circumstances. Requests are not always approved, and the instructor may be asked for additional information regarding the request from either the Chair or the Dean. Under no circumstances can a grade be changed to “W.” There is a process for withdrawing after the deadline, which the students will initiate by going to the Registrar’s page and submitting the appropriate forms and justifications.

DEALING WITH GRADE DISPUTES
Students who have questions or concerns about their final grades in a course have the right to discuss the matter with their instructors up to two semesters after the semester ends. If a student still has questions or concerns about a final grade after meeting with the instructor, he or she can make an appointment to discuss the matter further with the Director of Composition for composition courses, the Director of Undergraduate Studies for non-composition courses, or the Coast Coordinator for courses held on the Gulf Park Campuses. For this reason, it is important to keep precise records of all grades given, and to document carefully any conversations you have with your students about their final grades. If you have a student who wishes to contest his or her final grade after discussing the matter over with you, please notify the Director of Composition, the Director of Undergraduate Studies, or the Coast Coordinator as soon as possible, and prepare to submit a folder containing all records pertinent to the case. Occasionally, grade disputes occur after an instructor leaves USM. In these cases, the department relies on portfolio and grade distributions submitted at the end of each semester to make decisions.

FERPA
University offices keep educational records to facilitate the educational development of students. Faculty and staff members may also keep informal records relating to their functional responsibilities with individual students.
A federal law, the Family Educational Rights And Privacy Act of 1974 (also known as FERPA, or the Buckley Amendment) as amended, affords students certain rights concerning their student educational records. Students have the right to control the disclosure of information from their records. Educational institutions have the responsibility to prevent improper disclosure of personally identifiable information from such records.

Under no circumstances should you disclose grade information or any other personally identifiable records you keep over the course of the semester to anyone other than the student, or to designated University officials or their representatives. If anyone contacts you to discuss the grades of a student (including parents, advisors, or other faculty members), you should notify them that FERPA regulations prohibit you from disclosing such information, and ask them to contact the Director of Composition. Student athletes are an exception, as they are required to sign a letter of consent regarding the University’s access to their academic records.

It is a FERPA violation to have any student work, graded or ungraded, in an unattended office space. In addition, instructors are not to contact students regarding their grades via email or social media. Digital copies of student work and/or grades must be kept in a USM email-address protected Google Drive or on Blackboard. Educational records—which include not only students’ grades, but also records that identify students’ course numbers, titles, times, and/or instructors—cannot be revealed to a third party without the written consent of the students. USM cannot guarantee the security of internet-based resources outside the USM network, so keeping student records anywhere else is a risk.

FERPA AND DIGITAL TOOLS
Instructors who require students to use social media for class participation or projects, particularly with hashtags or group/page names that identify the course, must obtain written consent from students or allow students to create anonymous user names. In either case, instructors must also be prepared to provide an alternative (and non-penalizing) assignment to students who have legal or safety concerns about posting their work in public online spaces. In addition, instructors should not post student work or excerpts of student work via the instructor’s social media outlets.

END OF SEMESTER POLICIES AND PROCEDURES
Near the conclusion of each semester, all instructors will receive an email reminding them of their end-of-semester responsibilities, which include:
• Entering final grades in SOAR
• Participating in assessment if selected
• Submitting unclaimed non-electronic portfolios to be destroyed
• Requiring students to submit portfolios via Bb
• Submitting a copy of grade rosters for each class taught, including indicators
• Coordinating with the Director of Undergraduate Studies when teaching other GEC courses

PORTFOLIO RETURN PROCEDURES
Instructors who require students to submit non-electronic portfolios are expected to deliver any portfolios not returned to students at the end of the semester to the office to be destroyed. Instructors are required to remove portfolio materials from folders and remove staples from each portfolio to assist in this process. Instructors are strongly encouraged to rely solely on electronic submission of portfolios.

PORTFOLIO ASSESSMENT PROCEDURES
For programmatic review purposes, multiple sections of 101, Expanded Comp, 102, 332, and 333 are randomly selected each semester for assessment. If a class you are teaching has been chosen for assessment, you will receive notice indicating which section and students have been selected for institutional review. In such cases, you will need to email a copy of the designated portfolios prior to
grading to the assessment collection email address. Instructors will receive complete instructions regarding the submission of student work to be assessed at the time of selection. Instructors are expected to follow the guidelines established by the department regarding this process.

Keep in mind that these assessments are intended solely to improve the quality of the curriculum as a whole; all information that might be used to identify individual students and their instructors will be removed from portfolios prior to their assessment. Instructors are required to include mention of portfolio assessment on course syllabi.

VIEWING COURSE EVALUATIONS
For information on how to access and print your course evaluations, see the English Department’s SOAR Quick Links.

ADDITIONAL RESOURCES AND INFORMATION

INSTRUCTOR MENTORING PROGRAM
The Instructor Mentoring Program is designed to ensure that all graduate and adjunct instructors receive mentoring in regard to their classroom pedagogies.

Instructors are assigned a different faculty mentor each year in an effort to expose instructors to faculty members with a wide variety of expertise. Faculty mentors will discuss your teaching experiences and make plans to observe your classes. Additionally, your faculty mentor will observe your class at least once each year. Instructors must provide their mentors with one copy of a syllabus for each class taught. You may also submit other course materials (e.g. exams, assignments, graded work, etc.) to be evaluated by your mentor.

The goal of the program is to provide instructors with the insight necessary to be effective and professional teachers of various forms of writing and literature. The resulting evaluations will be used, in part, to determine the following: 1) instructors who should receive recognition for exemplary teaching; 2) instructors most deserving of summer employment; 3) instructors who should be considered to teach higher level courses; 4) instructors who may require substantive assistance in order to be more effective in the classroom; and 5) instructors who may need to be re-evaluated in terms of their assignments.

COUNSELING SERVICES
Student Counseling Services provide quality services to Southern Miss students by promoting sound mental health and the coping skills necessary for successful pursuit of their educational and life goals. All enrolled students may use the counseling services, and six sessions per semester are free of charge for all students. For more information or to schedule an appointment, please call 601-266-4829 or email counseling@usm.edu. You can also obtain more information about services by visiting: http://www.usm.edu/counseling.

If a student appears to be at imminent risk of harming him or herself or others, or appears to be dangerous in any way, call the University Police Department at 601-266-4986 or 911.

RED FLAG
The Red Flag form is for use by any USM community member when a student appears to have an emotional issue that causes concern, and refers that student to the C.A.R.E.S. team, part of Student Counseling Services. The intent of a student's referral to the C.A.R.E.S. system is to facilitate appropriate intervention and is not intended to serve as a disciplinary tool. While many students are willing and able to seek help for emotional issues on their own, there are some who may need some assistance. If you have
a student you feel needs intervention or should be referred to the C.A.R.E.S. system, please contact the Director of Composition immediately. You can access information regarding C.A.R.E.S. and an anonymous intervention form at www.usm.edu/cares.

The University Police Department is part of the C.A.R.E.S. program, and below is a list of safety suggestions from University Chief of Police, Bob Hopkins:

1. Sign up for Eagle Alert at http://usm.edu/eaglealert.
2. Go to http://usm.edu/police and watch our “Active Shooter” video and also review our “Work Place Violence” information. You must enter your employee ID# including the w to view the video.
3. Review any action plans that you may have and make necessary changes if need be. Go over these plans with employees or during department meetings.
4. Faculty and staff should familiarize themselves with their work and class areas as to exits available, if classroom/office doors are lockable, any windows accessible for escape; and avenues of exiting from the building, hiding places, phone locations, etc.
5. Faculty should consider as a part of their syllabus discussing the active threat at the beginning of the first class meeting and encourage all to view the video and sign up for “Eagle Alert.”
6. Utilize C.A.R.E.S. by reporting possible student concerns to https://usm.edu/cares and go to "Red Flag" or call 601.266.4829.
7. Communicate! Our best tool for prevention of these types of incidents is communication. Information regarding potential threats to the campus community must be shared with the University Police so a possible threat can be assessed and necessary action taken.

EARLY ALERT SYSTEM
Faculty and staff can use the Early Alert system to report academic concerns regarding students, such as a student's sudden drop in grades or lack of attendance. Instructors have access to the Early Alert system on their SOAR page. After clicking on the Early Alert link, faculty and staff will need to use their SOAR login ID and password to access the Early Alert Form. The student's name and ID number will need to be entered on the form. Once the form is completed and submitted, the appropriate area will be notified (i.e. department for academic problems, counseling center for emotional problems), and the reporter will be notified by email that the student is receiving assistance. For additional information regarding how to use the Early Alert system, see the English Department SOAR Quick Links page. Some graduate instructors have experienced difficulty accessing Early Alert through SOAR; if you experience this issue, please contact the Director of Composition.

DISABILITY SERVICES
The University of Southern Mississippi is committed to providing equal access to its programs, services, and activities for people with disabilities. The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you or a student needs help diagnosing, documenting, or receiving accommodation for a disability, please call 601-266-5024 (TTY: 601-266-6837).

Each instructor is required to include the ODA statement on the course syllabus. Instructors should review a student’s ODA-issued accommodation letter carefully and must provide all of the accommodations listed in the letter. If instructors have questions regarding how to make necessary student accommodations, they should contact the Director of Composition. If requests for accommodations are out of the ordinary (note takers, additional time on exams, etc are considered commonplace requests), please contact the Director of Composition and copy English@usm.edu prior to responding to the student or administrator requesting the accommodations.

LOCKED ROOMS
If you find your classroom locked at your assigned teaching time, contact the Locksmith Foreman, Eddie Glasscock, at 601-266-4434 or the campus police at 601-266-4986. If the class meets in LAB, you may request a key from the department staff.

**CHANGE OF ROOM REQUESTS**
If you encounter a serious problem with the condition of your classroom, contact the Assistant to the Chair, Darcie Conrad, about filing a room change request with the Registrar. You can email your request to English@usm.edu.

**RESERVING EQUIPMENT**
If your lesson plan requires specific equipment not included in your classroom, you may contact Equipment Services in McCain Library, Room 100-A. To fill out a request form online or view a full list of available equipment, visit the English Department Graduate Quick Links page and click on “Equipment Rental.”

**LIBRARY TOURS AND LIBRARY INSTRUCTION**
The librarians and staff at the University Libraries are committed to providing all faculty, students, and staff at the University with assistance accessing and using the wide range of resources and materials available. If you would like to schedule a tour for yourself or your students, or arrange to have special instruction for your classes, please contact an instructional librarian directly at 266-4249, or visit http://www.lib.usm.edu/services/instruction_and_workshops.html.

**THE MULTIMEDIA WRITING STUDIO**
Located in LAB 334 in Hattiesburg, the studio is a computer facility specifically designed for composition students and instructors. The studio is equipped with workstations, loaded with a host of web design, image, video and audio processing software. Instructors of any composition course may reserve time to meet with their classes in the space. Additionally, certain hours will be designated each week for instructors who wish to work on planning and developing multimedia components for their course. For more information regarding use of the studio, contact the Director of Composition.

**EMPLOYMENT RENEWAL POLICIES**
Please note that renewals of assistantships and adjunct employment are not automatic. Rather, they are contingent on your satisfactory performance in your various teaching and research assignments. If you are teaching, the department expects you to meet all of your classes on time, to keep regular office hours, and to behave responsibly and professionally. Instructors who do not follow the policies and procedures designed to protect their students and themselves are at risk of losing their present and future appointments. We expect you to conduct yourselves professionally and in accordance with University policies in your interactions with colleagues, students, faculty, and staff. In addition, while we do our best to accommodate requests regarding teaching assignments, often it is not possible to grant such requests.

**SUMMER EMPLOYMENT**
All graduate and adjunct instructors who hope to be employed during the summer semester must apply, but the department cannot guarantee summer employment.

**CONTACT INFORMATION 2015-2016**
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