Portland State
UNIVERSITY

Graduate Assistant Handbook
Department of English Writing Program
Portland State University
2020-2021

Dr. Kate Comer
Professor
Director, Rhetoric & Composition
kcomer@pdx.edu
503-725-3568

Dr. Susan Kirtley
Professor
Associate Director, Rhetoric & Composition
skirtley@pdx.edu
503-725-2248

Welcome to the Portland State University Department of English Writing Program! You have been selected to teach and tutor in our program because we are convinced of your potential to be an excellent teacher. We trust you to make principled decisions in all you do. In turn, we will work to provide the best support system we can to help you in your efforts.

GA-ships here are professional opportunities designed to allow you to learn many facets of teaching writing in a collaborative and supportive writing program. Your GA appointment is a kind of apprenticeship in which you not only practice teaching but also learn about being an academic professional—what it means to be a member of a writing program and an English department. Most GAs will tell you that it's both intellectually challenging and rewarding, but they'll tell you too that it's a lot of hard work.

This handbook will provide you with an overview of who we are, how the program is organized, and what you can expect in your new job. The information, guidelines, and policies that follow are here for your reference. As you teach for us, questions will occur to you about the most appropriate or most effective in handling any number of instructional or professional challenges and opportunities. We hope you will find useful answers here—or at least a starting point for answers. This handbook seeks to make your experience teaching for PSU as smooth and positive as possible while also ensuring that the classes that undergraduates take from us are the best we can offer.

Special thanks to the University of Minnesota and the University of Massachusetts, Amherst for ideas drawn from their handbooks.

TABLE OF CONTENTS

<u>Overview and Program Information</u>

Mission Statement of the Writing Program

The Writing Program's mission is to enact the English Department's mission of promoting writing in all its forms--professional and technical writing, creative writing, basic literacy--as well as the reading and critical interpretation of texts. Our mission includes explicitly connecting writing with the reading, interpretation, and the production of texts. In making writing, reading, critical thinking, and effective assessment central curricular components of all of our classes and our outreach, we help the University create a democratic citizenry that is fully capable of responding thoughtfully to diversity, conflict, and potentially volatile public issues.

What's the Writing Program like?

Overall, PSU's English department writing programs and course offerings have expanded to include creative writing in fiction, nonfiction and poetry, in addition to technical writing, publishing and many other kinds of writing. The writing program that you will be working in, however, is focused mainly on academic writing, thus it includes a variety of general and specialized lower and upper division courses in different aspects of academic writing

Our common concern is to provide PSU students with the best instruction in writing that we can. Since writing is the primary means of examination in college, their ability to write will in great part determine if they succeed in school. More importantly, though, we want to give them "portable skills" that they can take with them to other classes, to the workplace, and to their personal lives. Of course, we can't do everything in one tutorial session or in one course, but we can move our students significantly further along in their development as writers.

Our Students

We work with an interesting and varied group of students. Most GAs agree that the PSU students are a rewarding group to work with—open, friendly, appreciative, and willing to tackle whatever challenges we devise for them.

PSU is an urban school, and as such, serves a wide variety of needs in the Portland community and surrounding cities. Of its twenty-two thousand undergraduates, many are first-generation college students. Many transfer to PSU from other schools or take courses concurrently with a different school. Other students start out at PSU, with the intent to transfer out later on. While many students are of 'traditional' college age, many others are older: they may be returning to take new coursework, earn an advanced degree, or participate in PSU's senior auditor program.

One particularly unique aspect of PSU's student population is the large number of non-native English speakers. Some of these are international students who emigrated to study for a short period of time. Some have recently immigrated here from other countries. Others have spoken English for years but originally studied in one or more other languages.

Many students juggle other demands outside of school, including part-time or full-time work, parenting, or other personal obligations.

You will find too a varied set of writing needs and abilities in the students. Because students primarily choose their own classes rather than being placed in them, your students will have a broad range of experience and techniques: some may write better than you, while others may still need help with the basics. Most will fall somewhere in between, but all will offer unique challenges and opportunities in your classroom.

Writing Requirements at PSU

The writing requirement at PSU is unlike that of many other schools. Instead of a particular first-year composition and upper division writing combination, students follow one of several different paths:

- Students who begin their post-secondary studies at PSU typically take a series of University Studies (UNST) courses, which are four-year interdisciplinary classes that integrate writing, critical thinking, technical literacy, and numerical literacy using theme-based curricula. We support these courses in a number of ways: holding faculty or student workshops, tutoring in the Writing Center, leading tutorials for WR-199 students. Successful completion of a UNST track fulfills the PSU writing requirement.
- Many students you'll be teaching did *not* start the UNST program—they are often transfer students, international students, or non-traditional/returning students. For these reasons (or others), these students will take WR-121 and an upper-level writing course to satisfy their requirement. Prior to WR-121, these students may also choose to enroll in WR-115 to build a better foundation in their skills.
- Finally, students can augment their writing studies by taking Writing-Intensive Courses (WICs),which are discipline-specific courses with a writing-intensive assessment model.

The paths to fulfilling a writing requirement for undergraduate students are often labyrinthine. New students, especially, can have difficulty navigating their responsibilities. Fortunately, there are resources in the University your students can consult if they have questions you don't feel comfortable answering:

What Our Courses Do

To fulfill our mission, we give students "portable skills" that they can take with them to other writing situations. Classes are primarily student-centered with much active learning and opportunity to write formally and informally; instructor lectures are likely to be "mini-lectures" with more instructor energy going to facilitating active learning and writing. Other courses are more specialized in focus. We start from the premise of respect for our students and a willingness to work with them in order to help them grow as writers, readers, and literate citizens of our community.

The following features characterize all our writing courses:

1. Break down each writing assignment to include activities supporting invention, revision, and editing.
2. Use group work and/or pair work at all stages to encourage invention, revision, and editing; also to provide a peer audience.
3. Provide lots of written and oral responses to student writing both from the teacher, other students, and the writer himself or herself at the various stages of the process.
4. Emphasize writer reflections on writing through reflective memos.
5. Feature multiple drafts and opportunities for revision.
6. Provide writing opportunities in a variety of genres; material and audience determine what is an appropriate genre.
7. Focus special attention to the rhetorical context, that is, the audience, persona, and purpose for the writing.
8. Give attention to appropriate textual conventions of the final product.

9. Encourage mechanical correctness, grammar, sentence level work during the editing stage of the process; but not a major part of the course.

10. Make critical readings a part of the course, but as a point of departure only, not as the main feature of the course or as models for imitation.

11. Offer samples of both student texts and professional texts used not as models but as samples of approaches to rhetorical problems and needs.

12. Feature the old modes of discourse (description, argumentation, etc.) as processes when breaking down an assignment, rather than as rigid forms.

So long as individual instructors work within the above framework, you are encouraged to develop your own writing assignments, activities, and readings. Not every instructor has to do the same thing on Tuesday and Thursday, so long as we share the features of this common approach.

Learning Outcomes

All courses should share outcomes, although there are many ways to meet them. Below you'll find the outcomes for WR 115 and WR 121, as adapted in January 2015.

WR 121 College Writing Outcomes*

Bulletin Description: A writing course for lower-division students, in which they develop critical thinking abilities by reading and writing, increase their rhetorical strategies, practice writing processes, and learn textual conventions. Includes formal and informal writing, responding to a variety of readings, sharing writing with other students, and revising individual pieces for a final portfolio of work.

Department Description: A course designed to help students develop strategies for writing successfully throughout the university and beyond. The course utilizes student writing as well as outside texts (primarily nonfiction) for discussion and examination, but focuses primarily on developing writing processes. Students will write at least 5000 words (including drafts, non-graded writing, and informal papers) some of which will be multimodal in nature. 2000 words of this total are final drafts, which students have rewritten after receiving revision-oriented feedback. Students will participate in peer response groups and conference with instructors throughout the course.

By the end of WR 121, students should be able to:

Processes

- Employ writing processes, including drafting, revising, editing, and proofreading, considering clarity, purpose, audience, and style
- Understand that multiple drafts enhance the final written product.
- Work with other students to provide feedback, critiquing the work of others and revising based on suggestions of others
- Use composing processes and tools as a means to discover and reconsider ideas

Rhetorical Knowledge

- Learn and use key rhetorical frameworks through analyzing and composing a variety of texts
- Read and compose in several genres
- Understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Utilize a variety of rhetorical strategies for expository writing

Critical Practices for Reading and Composing

- Compose and read for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Determine and select effective evidence for writing texts given the genre, audience and purpose
- Evaluate sources and materials based on credibility, suitability, timeliness, perspective and effectiveness
- Use strategies--such as interpretation, synthesis, response, critique, and design/redesign-- to compose texts that integrate the writer's ideas with those from appropriate sources

Knowledge of Conventions

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Employ common formats and/or design features for different kinds of texts
- Adapt composing processes for a variety of technologies and modalities
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Apply citation conventions systematically in their own work to uphold the principles of academic integrity

* Adapted from Writing Program Administrators' Outcomes Statement for First-Year Composition

WR115 Introduction to College Writing

Bulletin: A writing course for first-year students to help prepare them for Freshman Inquiry or Writing 121. Introduces college-level writing and reading, along with general study skills. Provides practice at formal and informal writing, responding to a variety of readings, learning textual conventions, and building confidence.

Dept. description: A writing course designed to help students prepare for Freshman Inquiry of Writing 121. The course introduces college-level writing and reading, utilizing student writing as the primary texts for discussion. Students in Writing 115 will write at least 5000 words, comprised of both formal and informal assignments (including short responses, summaries, drafts, peer responses, and revisions) and complete a final portfolio. Students will participate in peer response groups and conference with instructors throughout the course. Students will exit with an awareness of their strengths and weaknesses as writers, and the self-assessment tools necessary to continue on successfully in their writing careers.

By the end of WR 115, students should be able to:

Processes

- Employ writing processes, including drafting, revising, editing, and proofreading, considering clarity, purpose, audience, and style
- Develop an understanding that multiple drafts enhance the final written product.
- Work with other students to provide feedback, critiquing the work of others and revising based on suggestions of others
- Develop an awareness of the value of collaboration in the writing process
- Exit with an awareness of their strengths and weaknesses as writers, and the self-assessment tools necessary to continue on successfully in their writing careers
-

Rhetorical Knowledge

- Understand their roles as participants in an academic community, knowing how to employ writing throughout their college careers and beyond (purposes for writing)
- Utilize a variety of rhetorical strategies for expository writing

Critical Practices for Reading and Composing

- Compose and read for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Develop active reading strategies to summarize, evaluate, respond, and engage with sources of information

Knowledge of Conventions

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Identify and correct instances of faulty sentences (e.g. fragments, run-ons, comma splices and mixed constructions) and identify and compose sentences with a variety of sentence structures
- Utilize words and grammatical structures correctly and with confidence
- Employ effective structure and organizational strategies
- Uphold the principles of academic integrity

* Adapted from Writing Program Administrators' Outcomes Statement for First-Year Composition

<u>Teaching and Tutoring in the Writing Program</u>

What's an English GA-ship like?

All assignments officially are set at 12 hours a week, with two of these hours devoted to holding office hours to meet with students. But GAs sometimes work much more, as they juggle their writing program assignments with their own work as graduate students.

You will be doing a variety of assignments, including teaching your own courses and tutoring in a Writing Center. You will also have the opportunity to participate on academic committees and to gain administrative experience by serving as assistant director of writing. In addition to taking English 518, the year-long teaching practicum, you'll be participating in a variety of other supportive activities, including teaching observations, special workshops, and other exchanges of "best practices." Most GAs find that when they reflect after a year or two of all these collaborative activities, they feel equipped to take on any teaching challenge that is thrown their way. Along with the rewards of working with PSU students, GAs say that developing close collegial relationships with other GAs, exchanging ideas about scholarly work and teaching, is also a benefit of the program. Some former GAs stay in touch for decades after graduate school. You'll be sharing an office with several other graduate students and will no doubt find that the sharing of ideas about your teaching and scholarly work is invaluable.

Assignments for First Year GAs

First-year GAs typically tutor in the Writing Center for one quarter and teach WR 115 or WR 121 College Writing for two quarters. All assignments are made as equitably as possible, balancing the program's needs with your professional goals; however, all assignments offer valuable professional experiences.

Writing Center Tutor: You help students one-to-one with the writing problems they bring into 30- to 60-minute sessions at the Writing Center. Typical problems include getting started writing, organization, and revision and editing. Many students are non-native speakers of English who need help not only with the conventions of using the English language, but also with the conventions of North American academic writing. As a tutor you may also work in special intensive quarter-long tutorials with a small number of Freshman Inquiry (FRINQ) students for one hour each per week. Throughout the quarter you may also present in classes on various aspects of writing: invention work, ways to revise, how to work in groups, and other topics. Dan DeWeese coordinates the Writing Center.

Teaching WR 115 or WR 121 College Writing: You teach your own class primarily comprised of first-year students from various fields for an entire quarter. Typically, these courses feature three or four major writing assignments and a process-oriented approach using peer workshops, student-teacher conferences, and writing portfolios. Each teacher develops his or her own class plan, syllabus, and assignments, though we will spend time together working on learning outcomes, syllabi and possible class activities during the week-long fall workshop. During the term, English 518 Teaching College Writing is the main place where you will cover the many topics involved in teaching writing, from encouraging revision to managing the classroom.

Assignments for Second Year GAs

Second-year GAs will indicate teaching preferences to the Director of Composition. Ideally, each GA will get at least one of his or her preferences, and each GA will likely teach each quarter,

although you may opt to spend a term in the Writing Center. However, enrollments and needs can be unpredictable, leading to cancellations and changes. This unpredictability means that you may not necessarily get your preferences and may teach a section of a different course instead.

The Writing Program's Support System

During the one or two years you spend in the writing program, you will engage in supportive activities designed to help you develop as a teacher. The terms that best describe the program are "teachers' collaborative" and "teaching as reflective practice." That is, the writing program is a place:

- where teaching is seen as intellectually challenging work.
- to learn and share strategies for teaching.
- to reflect on and develop your individual strengths as a teacher.
- to contribute your ideas and energies to building and sustaining our writing program.

There are several particular resources that contribute to these practices which are listed below. However, keep in mind that the people by whom you're surrounded in the program are also terrific resources—Susan, Kendall, Dan, Hildy, the assistant directors, and the other GAs. Come talk to any of us, any time; that's why we're here.

GA Sessions and Responsibilities

- **Fall Workshop**: All new GAs spend a week getting oriented to the program, to one another, and to teaching writing.
- **English 518**: This course is a year-long seminar (1 credit per term) in teaching writing that includes readings, group activities, practical strategies, informal sessions on current issues and insights in the classroom and tutorial sessions, speakers on teaching strategies, and many other activities. Fall quarter will be devoted to the nuts and bolts of teaching writing—writing processes, responding to writing, ESL issues, classroom management, building syllabi and assignments. Winter and spring quarters are more open-ended. GAs help set the agendas for winter and spring.
- **English 519:** This course is a year-long seminar (1 credit per term) in teaching for 2nd year GAs where we deal with advanced issues and activities in teaching writing and continue the development of the theoretical and practical expertise of the graduate teaching assistant in advanced areas of college composition teaching.
- **Writing Center**: Those GAs with Writing Center assignments in a particular quarter will participate in the meetings, readings, and self-assessments associated with those assignments.
- **Class Observations**: Throughout the year, you may observe other instructors as they teach and tutor, and they may observe you. Most GAs find these observations enormously helpful because you have the opportunity to see other teachers with other styles at work and to get feedback on your own work.
- **Creating Class Materials:** During your assistantship, you will be creating class materials that you can use for a teaching portfolio. These materials will be beneficial if you decide to pursue a teaching career.
- **Multiple Assessments of Your Work**: Since so much of the program is based on teaching as reflective practice, you'll be writing self-assessments, getting the assessments of the Director of Composition, your peers and course evaluations completed by your students. All of these will give you different perspectives on your teaching and tutoring.

The Writing Center

Knowledgeable and friendly tutors offer help with all phases of writing for all students, including non-native speakers and students with learning disabilities. Students can call 503-725-3570, stop by Cramer Hall 188F for an appointment, or visit the website at https://www.pdx.edu/writing-center/.

Writing Resources[1]

- **For Non-Native/English Language-Learning Speakers and Writers**: Portland State University Intensive English Language Program (IELP). http://pdx.edu/esl/ielp-learning-center
- **For Writers with Learning Disabilities**: Disability Resource Center (DRC). https://www.pdx.edu/drc/
- **Learning Disability & ADHD Assessments; Testing Services**: Student Health & Counseling (SHAC). http://www.pdx.edu/shac/testing-services
- **English Conference Room**: The English Department has two conference rooms, Fariborz Maseeh Hall Rooms 302 and 319, that are reservable for meetings, student conferences, and other similar needs. To reserve the a conference room, email eng@pdx.edu.
- **Resource Library:** The Resource Library consists of a section of handy books that you may find useful to consult for your teaching—ideas for teaching of all sorts, sample essays, special books of teaching research writing, argument, literature, creative writing, and others. You are welcome to check out any books. You are also encouraged to contribute to the books; we are happy to get any good material since this enables collaboration and sharing of best practices. These resources are located on the bookshelves in the GA office space in DF3.
- **Electronic Resources**: The writing program website contains an instructor resource section that provides a wide variety of electronic resources. Resources are also available on the GA Intranet at https://sites.google.com/a/pdx.edu/pdx-ga-writing-resources/.
- **Instructional Mentors**. Graduate assistant composition mentors are responsible for assisting the Director of Composition in coordinating activities and mentoring graduate teaching introductory composition courses. Some of the duties include:
  - Planning and facilitating the week long summer Graduate Assistant training workshop
  - Updating the program website with relevant educational resources and materials
  - Mentoring graduate assistants throughout the academic year
  - Providing non evaluative feedback to graduate teaching assistants on course materials and class sessions to help facilitate instructor development
  - Attending University Writing Committee and Composition Committee meetings
  - Contributing to training of incoming graduate assistant mentors
  - **Requirements:**
    - This position requires summer work. Applicants must be available to work during the summer months, especially leading up to the annual graduate assistant teacher orientation (typically held in mid September).
    - Summer hours will be consist of 48 hours of work over a four week period
    - During the academic year, mentors will work approximately four hours per week over and above the base level of 12 hours per week required for their own instructional assignments
  - **Qualifications:**
    - At least one year teaching experience in Portland State University's introductory composition program

---

[1] See Appendix B for additional writing resources for students and instructors.

- o **Compensation**
  - ▪ GA Mentors will be hired at .4 FTE (as opposed to .3 FTE). Using the FY 20 Stipend rates this would make their total stipend for the year $13,600 (as opposed to $10,200 for other second-year GAs).

●

Key Contacts for the English Department and the Writing Program

Dr. Marie Lo, Department Chair
Fariborz Maseeh Hall, Room 310D
503-725-3521
mmlo@pdx.edu

Dr. Kate Comer, Director of Rhetoric and Composition
Fariborz Maseeh Hall, Room 310K
503-725-3568
kcomer@pdx.edu

Dr. Susan Kirtley, Associate Director of Rhetoric and Composition
Fariborz Maseeh Hall, Room M307
503-725-2248
skirtley@pdx.edu

Dan DeWeese, Writing Center Coordinator
Cramer Hall, Room 188
503-725-3580
deweesed@pdx.edu

Bren O'Guinn, Department Manager
Fariborz Maseeh Hall, Room 310E
503-725-3500
bogu2@pdx.edu

Chloe Bobar, Academic and Program Coordinator
Fariborz Maseeh Hall, Room 310F
503-725-3623
grdstudy@pdx.edu

Professional Development

We want your graduate work at PSU not only to move you forward as a scholar, but also as a professional. Graduates of PSU go on to a variety of careers—teaching, writing, working in nonacademic careers, or pursuing more advanced degrees. The extensive teaching and tutoring experience you get here is certainly a key piece in adding to your professional development. But we also have several other activities:

- **Graduate Student Organizations:** These groups provide professional development activities, social events, and a place for students to have a voice in the graduate programs. This last year we had not only several professional development workshops, but also gatherings to read scholarly writing, creative writing, and nonfiction writing.

- **Career Opportunity Panel:** Several PSU graduates share their varied experiences on the job market, explaining not only what they do, but also what their paths have been. An inspiration and invaluable source of ideas.
- **Workshops:** In recent years, GAs have had the opportunity to work with professionals with national reputations, such as Peter Elbow, Kathleen Black Yancey, Bruce Ballenger, and Victor Villanueva.
- **Conferences:** Part of academic professionalism is presenting papers and attending conferences each year. This practice introduces you to a wider range of academic ideas than may be offered locally and gives you a means of sharing your scholarly and pedagogical work.

Department of English Terms of Employment

As a Graduate Assistant, your direct supervisor is the Director of Composition. If you have any student issues, questions about policy or procedure, anything at all related to your work please feel free to approach the Director of Composition or the Department Manager. The following section provides information on your responsibilities as a GA, the conditions and processes of employment for the University, and general policies and procedures for your position.

Your Commitment to Teach

When you agree to work for us, we assume you will continue through your entire 9-month contract. If, for some reason during this time, you cannot continue, you need to notify the Director of Composition at least five weeks into the term previous to the term for which you will leave (i.e. if you have to leave spring term, give notification five weeks into winter term). Of course, exceptions are made for serious illness or emergency.

Terms of Employment

As an instructor and student in the program, you need to fulfill these obligations each year:

- First-year GAs will attend the fall workshop and complete ENG- 518.
- Second-year GAs will complete ENG 519.
- All GAs will register for and satisfactorily complete (A through B- grades) a minimum of 9 graduate credits each term the assistantship is in effect (except summer), with term and cumulative GPAs of 3.00 or higher, and show satisfactory academic progress in fulfilling the requirements of the degree program.
- All GAs will be responsible for checking their PSU email account on a regular basis, as that is our primary means of communication.
- Each quarter that you instruct a class, you will have your students complete the standard course evaluation form.
- Each quarter that you instruct a class, the Director of Composition will review a copy of your syllabus, a copy of your grades, and a copy of the aforementioned course evaluations.
- Finally—and more generally—you will fulfill your teaching and tutoring assignments responsibly.

Terms of Reappointment

GAs are appointed for one academic year at a time and reappointment is not automatic. To be reappointed after your first year, you need to participate in all activities and fulfill all obligations to the program as outlined above. The department does not make a contractual promise to offer

students assistantships for any particular number of years. In general, students making good academic progress through the program and demonstrating acceptable performance in their assistantship duties will continue to receive assistantships for the second year of their program.

Termination of Appointment

An appointment may be terminated at any time because of unsatisfactory performance, including but not limited to: academic probation; failure to register for and complete a minimum of 9 graduate credits per term; unsatisfactory completion of GA responsibilities as evaluated by the terms outlined above. A graduate assistant who has been terminated by the Department may petition the Dean of the appropriate School/College for review of the termination action. After review, the Dean of the appropriate School/College will confirm the termination or reinstate the appointment. Termination of the appointment is not subject to the administrative rules of the Oregon State Board of Higher Education and Portland State University.

Summer Employment

Although there are no Graduate Assistantships offered through the Department of English during the summer, we offer a limited number of positions in the Writing Center.

Salary for Your Appointment

As a GA, you will be provided a monthly stipend for your teaching and tutoring. Although you are expected to work approximately 12 hours/week (.3 FTE), your pay is not hourly and will not fluctuate based on actual time working.

Graduate Assistant Salary levels are determined by the University and set annually at the beginning of each fiscal year beginning July 1. You can find the listing of salary rates for the current academic year on the Graduate Studies website pdx.edu/ogs/graduate-assistantships.

For the 2020-21 academic year, First-Year Graduate Assistants in the Department of English are appointed as a GTA for a 9-month contract at .30 FTE for a total amount of $10,200. You can expect $1,133.33 per month (before taxes and other deductions) from October through June.

For the 2020-21 academic year, Second-Year Graduate Assistants in the Department of English are appointed as a GTA for a 9-month contract at .30 FTE for a total amount of $10,557. You can expect $1,173.00 per month (before taxes and other deductions) from October through June.

Tuition and Fee Remission & Remaining Costs

As a Graduate Assistant, you qualify for 9 credits of tuition remission per quarter. You must register for 9 credits (one of which will be ENG-518 or 519) for a letter grade. Once you have registered, your tuition for 9 credits will be automatically changed to in-state amounts and then remitted by the University. If you notice any issues with this process, contact Chloe Bobar (see p 12).

Second-year Graduate Assistants may be eligible to take a reduced course load (5 credits) in their final two terms of study if they are on track to complete their coursework requirements with the reduced credit load. The Graduate Assistant must notify the Academic and Program Coordinator at grdstudy@pdx.edu a term prior to the final term of study in order to qualify for the 5-credit course load and provide a completed Degree Completion Plan. The Graduate Assistant will receive the usual stipend and a 5-credit remission.

Under the terms of the Collective Bargaining Agreement between the Graduate Employee Union

and PSU, the University will pay for the cost of 80% of mandatory student fees in 2020-21.

You can review the Graduate Assistant Tuition Policy and the current Graduate Tuition and Fee schedule on the Graduate Studies website at pdx.edu/ogs/graduate-assistantships.

There are several costs which are *not* included in your remission for which you are still responsible.

Who?	What?	How Much (Total)?		PSU Pays		Student Pays	
All students	Matriculation Fee	$350		$0		$350	
All matriculated students	Building, Incidental, Academic Student Recreation Center (ASRC), and Health Services Fees	$547/ term	$1,641/ year	$438/ term	$1,313/ year	$109/ term	$328/ year
Students without external health care	PSU Health Insurance [You can apply to waive PSU's insurance if you have another provider through your employer, parent, spouse, etc. – see pdx.edu/health-counseling/insurance]	$890/ term	$2,670/ year	$0/ term	$0/ year	$890/ term	$2,670/ year
Students taking online students	Fees for online classes	$35/credit					
Students taking more than 9 credits	Resident tuition for credits in excess of the 9 required per term	See online tuition schedule at pdx.edu/student-finance/tuition					

Please also be aware of other expenses that may arise, including housing, parking, transportation, and so on.

For more information on tuition/fees and loans, see the document *Student Fee, Health Insurance, and Loan Details* distributed at the GA workshop.

Contracts and Pay

The College of Liberal Arts & Sciences will prepare your Electronic Personnel Appointment Form (EPAF), and you will receive an email notification that the Notice of Appointment is ready for your approval. Before your Notice of Appointment can be approved, you will need to go to the office of Human Resources to complete the necessary paperwork to establish identity and employment eligibility. Human Resources is in the Richard and Maurine Neuberger Center, 1600 SW 4th Avenue, Suite 518. For more information, see: http://www.pdx.edu/hr/how-to-accept-a-graduate-appointment and http://www.pdx.edu/hr/new-employee-onboarding.

Throughout the year, each pay period runs from the 16th of the current month through the 15th of the following month. Checks are distributed the last working day of the month, with the first check following the last day of the first pay period. If you have not elected to be paid by electronic deposit, you must pick up your check at the cashiers office with a picture ID. If you do not get a check, please advise the Department Manager as soon as possible, but you may also have to call HR.

You will also receive one or more Work Assignment Notices (WANs) spelling out the details of your assigned work; if your work assignments change or are updated, you will receive a new WAN outlining your duties.

Policies for Teaching

Office Hours

If teaching, you need to establish office hours immediately, inform your students on your syllabus, and inform the Department of English via email at eng@pdx.edu, so they can post your hours near the door of your office. Plan to hold at least two office hours a week and be available for appointments with students at other times.

Before the quarter begins, please advise the Department Manager or the front desk staff of the best way for students to contact you. This should include on-campus office hours and your current PSU email address. This information will be posted online and on the bulletin boards outside the offices.

How Students Can Contact You

Students should contact you via your PSU email account or meet with you in your office during appointed times. Do not give the Graduate Assistant Office or Department of English office numbers out to students as a way to contact you. Although it is your decision to do so, we highly advise against providing students your personal e-mail or phone number.

Program Textbooks

Each year the Director of Composition, in consultation with the current GAs, agrees upon the recommended texts for WR 115 and WR 121. If you are a first year GA, these are the texts you will use for your courses. In your second year as a GA, you will select the texts for your classes.

Student Registration in Your Courses

Prior to the beginning of classes, you can find a class list of all your students online through Banweb. However, keep in mind that this list will change frequently before courses begin and often will continue to change throughout the first week of class.

Classes are capped at 15 students for WR 115 and 20 for WR 121,. Don't be tempted to allow students over that limit, as you can't always tell whether students will later drop your course. There are always other sections either that term or another term that the student can take. At the other end of the spectrum, each class should have a minimum of 10-12 people or it may be cancelled.

On the first day of class, the students in your course may not match your class list. You may also be contacted by students who want to add the course although the class is full. What should you do?

If a student is on your roster but does not show up for the first day of class you may administratively drop them by e-mailing the student and informing them that they have been withdrawn from the course due to non-attendance. Forward that e-mail and the name and PSU ID number of the student, along with the Subject, Course Section and CRN of the class they are to be removed from to Chloe Bobar (grdstudy@pdx.edu). Chloe will work with the Registrar's office to have the student withdrawn.

If a student is <u>not</u> on your list but attends the first day asking to add your class, you may add them if you have space in the class. The student will need to bring an add/drop form for you to sign. The student will then take the form to the registrar to register for the class. A student adding your course should attend class as normal even before official registration is completed. **If you have more students who wish to add than you have space in the class, you should follow the official registration waitlist on BanWeb. Please note that once class has started, the BanWeb waitlist is not active – students need to manually add themselves with add/drop forms.**

Course Evaluations

Every course requires a student course evaluation during the last two weeks of the term. Evaluations allow for student input on the effectiveness of your teaching for consideration of future assignments and your performance evaluations, as well as the content of the course and some data on learning outcomes. Student evaluations must be solicited and collected as objectively as possible, and they should have no influence on student grades. For these reasons, please perform the evaluation process, outlined below, as closely as possible.

An envelope with the evaluations for your class will be put into your department mailbox about three weeks prior to the last class meeting. It is recommended that the evaluations be performed close to the end of the term (but not on the day of the final) with as many students present as possible. Announce to the class that you will be leaving the room about ten minutes prior to the end of class and ask for a volunteer to assist. Conduct your class as normal. The student volunteer will wait until you leave the classroom, and then distribute the evaluations. The volunteer will then fill out an evaluation and wait in the classroom to collect all the evaluations and put them into the envelope.

The evaluations are confidential, so the student is not to look at or sort them. The student volunteer will then bring the envelope to the English Department office in Fariborz Maseeh Hall, Room 310. Once the evaluations are received, they will be scanned electronically, and you will receive your course evaluations by email after the grading deadline. Instructors are not to have any contact with the completed evaluations until they are released to them after the grading deadline. You will need to forward a copy of your course evaluations to the Director of Writing for each term you are listed as the instructor of record.

Canceling Class

Your contract for teaching includes an expectation that you will attend all course sessions during the term. However, occasionally, you may need to cancel a class. If you know that you must miss a day or two for professional reasons (e.g., giving a paper at a conference), you should notify the Director of Composition by providing a written statement of the reason for the cancellation, and the day you will miss. GAs often substitute for one another in cases like these.

If an absence is due to an emergency or illness, you must notify the Director of Composition and the Department of English main office with as much notice as possible. The Director of Composition will attempt to find a substitute for you, but if they cannot, the office staff will post a cancelation notice on the classroom door and notify students by email prior to class time. You may choose to send your own notification email to your class, in which case you should inform the Department so they do not duplicate the process.

Sick Time

In the event that you or a qualifying family member are ill or injured and you are unable to report to

work you may use any sick time you have accrued. For every 30 hours you work you will accrue 1 hour of sick time. You can accrue up to 40 hours per year, and transfer up to 40 hours into year 2 (for a max of 80 hours).

Hours worked is based on your full-time equivalency (FTE). Graduate Assistants at .3FTE earn .4 hours of sick time per week.

To use sick time, notify eng@pdx.edu and the Director of Rhetoric and Composition. If you will miss a class you must state in the e-mail the class you will miss, the day and time. Do not attempt to find a replacement instructor for your class.

At the end of each month, you will get an e-mail from me asking if you used any sick time. If you would like to use any of your accrued hours you must respond to the e-mail with your director copied and let me know how many hours/day you used.

Papers, Records, and Confidentiality

All employees of PSU must comply with the Family Educational Rights and Privacy Act (FERPA). According to University policy, student papers cannot be left outside of a secure area. Please have all students hand in papers either directly to you, or arrange a box or envelope for them in the office in Fariborz Maseeh Hall, Room 310. The same applies to the return of papers once graded. If you use the office to house graded student papers for pickup, please provide a box or folder to contain them and advise students of a deadline to retrieve them. When the deadline passes, you will need to either put them in the recycling/shredder or retain them. Under recordkeeping guidelines, you are required to keep your grades and any grading notes for a period of two years, but not the actual student work.

Student records and papers are confidential, and students have a right to see their records upon request. Student records include retained papers, grading notes that were shared with other faculty or academic committees, and any and all correspondence regarding the student or student performance. Your personal grading notes that were not shared with any other party are not considered official records and do not need to be shared at the student's request.

FERPA provides guidance for the disclosure of student information. As most student information is confidential, and the student has the right to request that no information of any kind be released without their specific authorization, it is best to refer all third party or parental requests for information to the Dean of Student Life Office (503-725-4422) rather than provide information yourself. For more information, see https://www.pdx.edu/registration/student-records-privacy-policy.

Managing Students

Student Attendance

Since so much time in our writing classes is spent on participatory activities, students simply must attend class regularly in order to maximize potential for all students. Students should be on time and prepared for every class meeting, and remain for the duration of each lesson.

Students should be allowed some absences in case of illness or emergency. The instructor of each class determines his or her specific absence policy which should be clearly stated in the course syllabus. However, there are some general guidelines we like to follow. After more than one week's worth of absences, however, a student's grade <u>may</u> be lowered; with over two week's worth of absences, they <u>may</u> fail the course. Students are responsible for completing missed assignments and should contact you, preferably in advance, to rearrange deadlines if an absence is unavoidable.

This is the program guideline, but note that the operative word for penalties is "may." It's up to you to decide what is fair in each individual case. Keep in mind that you will almost certainly have to make some judgment calls that are exceptions to/interpretations of the absence rules. Try to use your best judgment and consider 'fairness' to yourself and the other students in the class. Feel free to consult with the Director of Composition if you are uncertain about how to deal with a specific case.

Athletes, musicians, and other students may participate in school-sponsored events for which they may miss classes. These absences are *not* automatically "excused." If students will miss class because of school activities, they should meet with you early in the term to notify you of when they will be absent and to arrange completion of their work. Options may include turning work in early and/or turning in additional assignments. If you find that these students will miss more than 20 percent of the course or consistently miss important dates, such as workshops, you may tell them either to enroll in a different section or to enroll during another quarter in which their attendance will not be a problem.

If a student tells you they must miss class to participate in a religious observance, grant permission and confer on how to rearrange deadlines. Students must still complete any work for you or their colleagues.

Students with Disabilities

The Disability Resource Center (DRC) is the office at PSU that assists students with disabilities and their instructors. They seek to provide an effective learning environment for students with special needs. This can mean a number of things, including altered deadlines, a designated note-taker in the classroom, or advanced distribution assignments and materials. If a student in your class is registered with the DRC, you will be contacted with specific information on the necessary accommodations or modifications. Keep in mind that any information regarding a student's disability is confidential.

All PSU syllabi must include a statement regarding the DRC in order to ensure student success. It is the student's responsibility to register with the DRC, but we recommend you include the following section in your syllabus.

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- *If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.*
- *Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.*
- *For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.*

Feel free to contact the DRC with any questions or concerns by phone (503-725-4150) or e-mail

(drc@pdx.edu).

Student Classroom Conduct

It is important for you to set a tone in your classroom of respect, cordiality, and fairness with students and to expect the same in return, both toward you and toward other students. The Policy Statement on Rights, Freedoms, and Responsibilities of Students at PSU states:

A student who enrolls in a course has responsibility to observe the standards of academic performance defined by the instructor and the standards of conduct established by the instructor so as to ensure the freedom of the instructor to teach and the freedom of the other students to learn.

This means that a student's disruptive behavior is not acceptable and it is your responsibility to maintain order. If a student becomes disruptive, try first to deal with the problem as discreetly as possible. If the problem persists or gets worse, you should ask the student to either cease the behavior or leave the class. If the behavior becomes a chronic issue or the student has to leave, speak with the Director of Composition to strategize or can mediate the problem with the student himself/herself. In the extremely rare worst-case event that a student becomes verbally or physically threatening to you or to another student, you should immediately dismiss the class and notify Campus Security. Be certain to also contact the Director of Composition.

Emotionally Distressed Students

Students signal distress in a variety of ways—depression, hostility, disruptive behavior, withdrawal, sudden absences for a prolonged period of time. Because we have such small classes, know students by name, and simply have more opportunities to interact, writing instructors are likely to notice problems. If you have a distressed student, talk to him or her privately and express your concern and willingness to listen. If the problem seems more serious, refer the student to the Student Health and Counseling (SHAC) at 503-725-2800. If the student is exhibiting extreme behavior, contact Campus Security at 503-725-4404 for immediate help.

Student of Concern Committee and other Student Resources

Occasionally, a student may bring an issue to you that may cause you some concern. If you believe that a student is in crisis, it is not an emergency situation, and calling campus security is not appropriate or prudent, please advise the Department Chair and contact the Dean of Student Life Office. Student Life has an administrative group called the Students of Concern Committee which can provide resources, information, and assistance to students and faculty in a confidential manner that protects the student's right to privacy under FERPA.

> Office of the Dean of Student Life
> Smith Memorial Student Union 433
> 503-725-4422
> askdoslife@pdx.edu

Student Complaints

Occasionally, you may have a student who has a complaint about you. Grades, policies, and teaching style are often the source of the problem. In accordance with the English Department's policy on student complaints, a student who comes to the Director of Composition is always asked first if they have spoken to the instructor. Generally, the Director of Composition will listen to the problem and offer advice on how to negotiate with you. At that point, you may hear from the student. Keep in mind that when a student has a complaint, often they are inexperienced at negotiation. Your

encounter is in itself a "teachable moment" for you to help them learn about professional diplomacy. Most cases end here; however, if the problem still isn't resolved, the Director of Composition will step in to mediate the problem more directly. In the rare cases in which the student wishes to pursue a formal grievance, they are advised to consult with the Office of Student Affairs.

Sexual Harassment

Sexual harassment violates PSU policies for its faculty, staff, and students. The university defines sexual harassment as "the use of power or authority by one person to pressure another into accepting unwelcome verbal, physical, or sexual conduct." It is conduct "that has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile educational or working environment" or "where it is understood explicitly or implicitly that submission to such conduct is a condition of one's grade, participation in an educational or employment activity, or employment decision."

Be aware that sexual harassment is a very serious offense. An instructor should not sexually harass a student; furthermore, they must take care not to behave in a way that a student might misconstrue as sexual harassment. If you find yourself sexually harassed by a student, or if a student complains that they are being harassed by another student, these too are violations of the Student Conduct Code. Notify your supervisor, the Director of Composition, as soon as possible to resolve the problem.

Safety and Security Issues

Emergencies

FOR MEDICAL, CRIMINAL AND OTHER EMERGENCIES: <u>CALL 9-1-1</u>

For situations that do not require 9-1-1 but are of immediate concern, call the <u>Campus Public Safety Office</u> emergency 503-725-4404 (5-4404 if you are calling from a campus phone).

Non-Emergencies

Some of you will be on campus evenings and weekends. Keep in mind you can call Campus Security (5-4407) if you need non-emergency assistance such as a locked classroom door, escort service, sudden power outage, etc. The office is located in the Campus Public Safety building at Montgomery and Broadway, across the street from Cramer Hall.

If you observe a non-student (this can sometimes be hard to tell) who seems to be hanging around the hallways, or someone who causes you concern, contact the Campus Public Safety Office. <u>If you are not sure whether or not you should be concerned, call anyway.</u>

Grading and Assessment

Course Components

Students typically complete three or four writing assignments that undergo multiple revisions. Grades for the course are based on more than just the final drafts, but also include substantial credit for process work and participation activities. Instructors may choose whether they want three or four assignments, so long as the total number of final pages for all assignments taken together is approximately fifteen pages for WR 115 or WR 121 and twenty pages for WR 323.

Criteria for Formal Writing Assignments

You set the requirements and grading criteria for specific assignments based on what you want your students to learn. The grade for an assignment should not be exclusively based on the "quality" of the final product, but should instead consider the different elements of process, particular learning objectives, and student engagement with the assignment.

If you have questions or concerns in establishing your grading criteria, ask the Director of Composition, your fellow GAs, or the Assistant Directors. Often, the GA Workshop and GA Seminar are great venues for working out these standards and calibrating your expectations.

Grading

Final grades are entered online using Banweb. Grades are due the Tuesday after finals week by 5 P.M. If you are unable to enter your grades, or need help submitting them (preferably well before the deadline), contact the English Department. Full instructions for grading, submitting a change or late grade may be found on the following website: pdx.edu/registration/online_grading.html

Please be aware of the PSU policies on giving Incompletes or X-grades. As a GA, providing an Incomplete instead of a grade is not recommended due to brief length of your appointment and the department's inability to fairly provide a grade in your absence. Incompletes should only be given if a contract is written and agreed upon by both the instructor and the student. Please read the PSU policies on giving Incompletes (pdx.edu/registration/grading-system), and contact the Director of Writing before you issue an Incomplete. (X-grades are a complicated sort of Incomplete that are very rarely necessary. For more information, ask a fellow GA or the Director of Composition.)

Keep track of student attendance throughout the term. You will be required to enter a "Last Date of Attendance" for any student who earns a non-passing grade.

Academic Honesty

Portland State University takes academic honesty very seriously. The Student Code of Conduct prohibits all forms of academic cheating, fraud, and dishonesty. These acts include, but are not limited to, plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including testing and examinations) for other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to be academically dishonest.

Acts of academic dishonesty may result in one or more of the following sanctions: a failing grade on the exam or assignment for which the dishonesty occurred, disciplinary reprimand, disciplinary probation, loss of privileges, required community service, suspension from the University for a period of up to five years, and/or dismissal from the University.

Helping Students Avoid Academic Dishonesty/Plagiarism

- Stressing the writing process is your best defense against student plagiarism. If students are brainstorming topics and doing invention and revision, it is harder for them to plagiarize.
- Design assignments that are unusual enough that it's harder for students to turn to a "paper mill" for a paper.
- Spend plenty of time teaching students how and why to cite secondary sources. Have them practice the difference between paraphrase and word rearranging.
- Have students turn in copies of the parts of secondary materials they use or an annotated

bibliography.
- Explain what plagiarism is, how seriously you and PSU take it, and how serious the penalties are. Try to clear up student misperceptions about it.
- Make students aware that it is easy for you to spot stylistic differences in writing and that you have access to "paper mill" sites, as well as plagiarism checkers.
- Give special attention to explaining the cultural implications of plagiarism, since for many ESL students, conventions around citing others are very different from American conventions.
- Explain the special problems that material pulled from the web poses. Students often need special help citing and evaluating web sources. Provide examples of how to cite electronic sources.

What to Do if You Suspect a Student of Plagiarism

If you suspect a student has plagiarized, most often because the style or level of intellectual sophistication is very different from the usual work, it is important not to accuse the student outright of plagiarism. Instead, meet with the student and ask for all process materials (drafts and revisions) and all secondary sources (partial copies and notes). Using these materials, take a pedagogical approach in working through a part of the paper with the student, showing where and how ideas need to be documented or where what looks like quoted materials needs to be cited and put in quotation. This kind of one-on-one work focused on rhetorical issues in writing can often solve the problem. Send the student away to correct the problems and return with a new draft. If the paper in question has no secondary sources and you suspect it is a "canned" paper, ask not only for the process work, but also insist on major revision, so that the student must change the paper.

These strategies can be particularly helpful with "naïve plagiarism," where students are genuinely confused about it and need to be walked through the process. They can also help with cases of "intentional plagiarism" when you don't have sufficient proof to show plagiarism.

Portfolios, which document sizable revision of drafts, provide you and your students with a second and even third chance to amend scholastic dishonesty of all kinds.

If these efforts do not work, or if a student goes ahead and turns in an obviously plagiarized draft, and you have evidence to support your claim, then you and the Director of Writing will report the case. PSU policy allows you to fail the paper. But if the grade is lowered because of plagiarism, the case must be reported to the Dean of Student Life to explain the changed grade and to give the student the right to appeal.

Be sure to consult the Director of Composition at any time in a plagiarism problem, but especially when the initial approach described above does not work. Academic dishonesty is a very serious accusation and must be handled carefully for the protection of everyone involved.

<u>Getting Started at PSU</u>

Set up your ODIN account

This account allows you to access PSU's computer labs and wireless network, includes a PSU email account, and permits access to electronic storage space on PSU servers. Create your account online by going to oam.pdx.edu and following the instructions on your admission letter. If you have misplaced your letter of admission, or are having other difficulties logging-in, please contact the Office of Information Technology help desk for assistance at 503-725-HELP (or 503-725-4357). One of the features of your ODIN account is file storage space (H: drive) on the PSU server. On campus computers, you can access this space from My Computer in Windows or from the Finder in Mac OS. This space is also accessible from off-campus. Go to pdx.edu/oit/remote-connections for instructions on how you can access your network drive from off-campus.

Obtain PSU ID/Proximity Card

Upon arriving on campus, you should take some time to stop by the Student Financial Services desk in Fariborz Maseeh Hall to receive your student ID card.

University Email Account

You will receive a PSU email account once your graduate student status is established. After you have acquired your PSU Student ID number, the OIT (Office of Information Technology) located in the basement of Smith, Room 18 will set up an Odin and email account for. Email can be accessed from any location by going to mail.pdx.edu. Your pdx.edu email will be used for student contact and the communication needs of the department. Please remember to give this email address to the department for student referrals.

Transportation and Parking

All GAs are responsible for their own transportation and parking needs. The University is easily accessible via public transit. The University also has several secure indoor bicycle parking facilities and limited, on-campus car and motorcycle parking. The Transportation and Parking Services office offers public transit passes, campus parking permits, and bicycle facility parking permits. Parking prices vary for full day, evening, or half-day permits. Many lots also have metered parking.

Prices and purchase information can be found at pdx.edu/transportation.

<u>Graduate and Faculty Campus Resources</u>

Library Services

For full privileges, GAs must be entered into the University's database system by the Registrar and Human Resources. This usually takes five to ten business days from the date your contract is signed. Check in at the Circulation Counter on the first floor of the Millar Library to confirm that your borrowing privileges have been updated. To start using Library services, you will need a PSU ID card and an ODIN computer account. This will allow you to access the full range of Library services from the library website at library.pdx.edu.

Integrated Digital Support Center

The Integrated Digital Support Center (IDSC) is a robust multimedia computing lab open

specifically to faculty, graduate students, and staff at PSU. The lab provides a unique environment for users to develop exceptional multimedia products that enhance pedagogy and research. The IDSC is eager to assist faculty in this sense with traditional teaching media and emerging technologies. The lab houses state-of-the-art multimedia hardware and software on both the Macintosh and Windows platforms. The range of resources and services includes, but is not limited to, digital video and audio production, image manipulation, interactive multimedia development, desktop publishing, graphic design, web development, media archiving, OCR, PDF development, large and standard format color printing, and DVD authoring.

While the IDSC is geared to be a self-service lab, they seek to provide timely technical assistance to lab clients as needed. Experienced staff members are available for consultation, training, or individual project support. The IDSC is located in Broadway 225. You can find more information about IDSC at their website, http://www.pdx.edu/oit/idsc .

Classroom Technology

All the of the classrooms you will be using are considered high-tech rooms and are equipped with a pull-down or electric projection screen, a ceiling-mounted digital video projector, wall-mounted speakers, an instructor's podium or desk, a PC, a DVD/VCR player, and, often, a document camera. In order to use the technology in these rooms, you needn't reserve any extra equipment; however you should be trained on how to use the system. Email av@pdx.edu to schedule training. If you require immediate assistance with a technology classroom please call 503-725- 4357.

Audio Visual Services

Audio Visual Services (AV Services) checks out audiovisual equipment to current PSU faculty, staff, and graduate students for classroom use in addition to providing training on equipment in technology classrooms. To reserve equipment you must have an account with their office. To create an account you must be a current PSU faculty, staff or graduate student and come to the AV office in person to present your PSU photo ID card. Once an account has been created equipment reservations can me made over the phone (503-725- 4357) or in person at the AV office. While AV Services supports the equipment in classrooms, they do not support software installation requests or provide computer software support. For computer support please contact User Support Services (Help Desk) at 503-725-HELP (4357) or help@pdx.edu. For more information please go to the AVS website found at https://www.pdx.edu/oit/audio-visual-services.

<u>GA Office</u>

Office Space

GAs have assigned office space in Fariborz Maseeh Hall, Room 304, where you will be sharing your space with several other 1st and 2nd year GAs. You'll soon find that your officemates are an invaluable source of teaching information, so expect to share ideas, solve problems, and enjoy one another's company. Most GAs find their colleagues to be among the best aspects of the graduate program. Because this area is shared, please be respectful of others and do not use the space for purposes outside your teaching responsibilities. The office is equipped with several working computers, but there are also computer labs available in other halls on campus. Printing and photocopying are available in the English Department office in Fariborz Maseeh Hall, Room 310. Janitorial service is not performed inside faculty office spaces, so please do not throw food away in the office. There are trash and recycling bins in the hall outside the office. If there are issues with the room, please contact English Department staff, who can notify Maintenance. Finally, do not remove furniture or other elements of the office.

Office Access

Access to the GA office and English Department office and copy room will be by proximity readers linked to your PSU ID card. Once you have received your cards, it will take 2-3 days for your access to be activated. In the event that you are not able to access these spaces, you can call the Campus Public Safety non-emergency line at 503-725-4407.

Telephone/Voice Mail

There is a telephone in the GA office. It does not have voicemail attached to it. If you give out this number, 503-725-3583, for student calls, you can only receive them if you are in the room. It is better to have students contact you through your PSU email account.

Mail Boxes and Mailing

You will have a mailbox in the department office. Please check with the Office Coordinator for the location of your box. There are two outgoing mailboxes, one for on-campus and one for off-campus mail. These are large wooden cubbyholes that are labeled, beside faculty boxes. Campus mail should be sent in campus envelopes (recycled envelopes found in the top drawer of mail station), and marked with campus delivery codes (found in the online Faculty & Staff directory at pdx.edu/directory). Off-campus mail should be stamped if it is personal, or please attach a mail card for all work related mail (found in top drawer).

Office Supplies

There are limited supplies available in the English Department office supply and copy room. If you need something that is not there, see the Office Coordinator.

Printing, Photocopying, Scanning, & Faxing

The copy machine in the English Department office is available for your printing and photocopying needs. The machine has standard functions, but if you need help the front desk person or a work-study student is available during regular office hours. GAs are responsible for all photocopies, scans, etc.

University Phone Numbers and Websites

Helpful University Websites

Academic Calendar	pdx.edu/registration/academic-calendar
Human Resources	pdx.edu/hr
Office of Information Technologies	pdx.edu/oit
Portland State University Bulletin	pdx.smartcatalogiq.com/en/2020-2021/Bulletin
My PSU	my.pdx.edu
Student Health and Counseling	pdx.edu/shac/

Helpful University Numbers

Note: If you are on campus, you need only dial the last 5 digits.

Main English Department line and front desk	503-725-3521
Kate Comer, Director of Rhetoric and Composition	503-725-3568
Susan Kirtley, Associate Director of Rhetoric and Composition	503-725-2248
Bren O'Guinn, Department Manager	503-725-3500
Chloe Bobar, Academic and Program Coordinator	503-725-3623
Human Resources	503-725-4926
Campus Security Non-Emergency	503-725-4407
Campus Security Emergency	503-725-5911
ANY EMERGENCY	911/From Campus 5-911

Mail and Shipping Addresses

Campus Mail

Department Office: Fariborz Maseeh Hall, Room 310
Campus Mail Code: ENG

Shipping Address for Packages

English Department
Portland State University
Fariborz Maseeh Hall, Room 310
Portland, Oregon 97201

Mailing Address

English Department
Portland State University
PO Box 751
Portland, Oregon 97207-0751

Appendix A: Writing Courses Offered by the Writing Program

Standard Academic Writing Courses Offered by the Writing Program

WR 115 Introduction to College Writing (4)

A writing course for lower division students who need additional time to practice college writing; includes the same features as WR 121, but offers a more intensive focus on building confidence, finding a voice, and understanding academic conventions. Includes individual attention and individual goal-setting; can be helpful for students who do not feel ready for the writing required by FRINQ or by WR 121.

WR 121 College Writing (4)

A writing course for lower division students, in which students develop critical thinking abilities by reading and writing, increase their rhetorical strategies, practice writing processes, and learn textual conventions. Includes formal and informal writing; responding to a variety of readings, sharing writing with other students, and revising individual pieces for a final portfolio of work; can be helpful for students who could benefit from a writing course rather than taking just FRINQ alone.

WR 222 Writing Research Papers (4)

A writing course that focuses on writing and research processes. Since so much of the writing that students do in the academy involves secondary research, this course deals comprehensively with finding and narrowing topics, locating materials, integrating secondary research with one's own text, and more. Can be helpful for students in lower division to mid-career who are looking for a course that focuses specifically on research writing.

WR 227 Introduction to Technical Writing (4)

A writing course that provides practical experience in forms of technical communication, emphasizing basic organization and presentation of technical information. Focuses on strategies for analyzing the audience and its information needs.

WR 323 Writing as Critical Inquiry (4)

A writing course for upper division students, which offers sophisticated approaches to writing and reading. Students enhance critical thinking abilities by reading and writing challenging material, refine their rhetorical strategies, practice writing processes with special attention to revision and style, and write and read in a variety of genres. Includes formal and informal writing, sharing writing with other students, and preparing a final portfolio of work. Can be helpful for upper division students who need or want additional writing practice in academic writing at a fairly sophisticated level.

WR 333 Advanced Writing (4)

An expository writing course for upper division students who have taken FRINQ or two other writing courses and who want additional writing practice, perhaps for writing senior papers or for preparation for work or graduate school. Essay writing at a sophisticated level.

Specialized Academic Writing Courses Offered by the Writing

Program

WR 115 and WR 121 College Writing for International Students (4)

Created specifically for international, ESL or ENNR students, it is identical to regular sections of WR 115 and WR 121, but is also designed to address the special cultural needs that students may have in adjusting to North American academic writing. If you have a student in your class who is having significant writing and perhaps speaking problems, you can recommend this course.

WR 200 Writing about Literature (4)

An introductory writing course for lower division students studying literature in English or foreign language departments. It covers the reading and interpretation of texts, critical approaches, the conventions of writing about literature, and documentation. Also ways of integrating formal research into a written analysis of literature. Uses a portfolio approach with special attention paid to writing processes, peer review in workshops.

WR 210 Grammar Refresher (2)

A writing course for students who wish to refresh their grammar skills. Using informal and formal writing, it focuses on parts of speech, sentence construction, and punctuation; tracking particular grammar problems; and learning to edit.

WR 300 Specialized Topics in Rhetoric and Composition (4)

Study of a variety of issues in the practice of rhetoric and composition. Includes such topics as writing and critical reasoning, writing with technology, and writing in the disciplines. May be repeated for credit with different topics.

WR 323 Writing as Critical Inquiry for International Students (4)

Created specifically for international, ESL, or ENNR students, it is identical to regular sections of WR 323, but is also designed to address the special cultural needs that students may have in adjusting to North American academic writing. For upper division students who may need additional writing practice and reflection on cultural practices in academic writing.

WR 394 Writing Jobs for English Majors (4)

A community based learning course for English majors who want to practice writing on the job and to plan how to use their English major to get a job. Students volunteer in the community, learn about and practice public relations writing and writing on the job, and share writing and community experiences with one another. Beyond that, they will get first-hand experience in performing community service for a nonprofit organization. If there are social causes that students care about, they can use their writing to make a difference. Speakers who were themselves English majors and now have found careers in which they use their degrees will also share their strategies and experiences. For students who are wondering what in the world to do with their English major. Special attention to every student's concerns, with each student completing the course with a career path in mind.

WR 212 Introduction to Fiction Writing

WR 213 Introduction to Poetry Writing

WR 214 Introduction to Nonfiction Writing

WR 199 Tutorials for FRINQ students

Students in Freshman Inquiry who need extra help with their writing can sign up to work with a writing consultant for one hour each week of a quarter. The tutor helps them set goals, meet the demands of their FRINQ course, and generally progress as writers. Each quarter the student earns one credit.

Appendix B: Additional Resources for Students and Instructors

Research and Writing Resources:

PSU Library DIY Guide
http://library.pdx.edu/diy/

Purdue University Writing Lab: Using MLA & APA Formats; Citing Electronic Resources
owl.english.purdue.edu/owl/resource/584/03

Jack Lynch's Guide to Grammar and Style
https://andromeda.rutgers.edu/~jlynch/Writing/

Merriam-Webster Dictionary and Thesaurus
merriam-webster.com

University of Massachusetts, Amherst - General Online Writing Resources
guides.library.umass.edu/collegewriting

Recommended Handbooks for Writers and Guide to Conducting Research:

Order from PSU bookstore or directly from publisher.

- *A Writer's Reference*, Diane Hacker (Bedford St. Martin's) writing handbook
- *The Curious Researcher*, Bruce Ballenger (Allyn and Bacon) – guide to writing research papers

Guides to Writing in the Disciplines:

Order any of these books from the PSU bookstore at portlandstatebookstore.com or directly from the publisher.

Pearson Higher Education Publishing / Addison-Wesley Short Guide Series
pearsonhighered.com

- *A Short Guide to Writing about Art*, Sylvan Barnet
- *A Short Guide to Writing about Biology*, Jan Pechenik
- *A Short Guide to Writing about Chemistry*, Herbert Beal & John Trimbur
- *A Short Guide to Writing about Film*, Timothy Corrigan
- *A Short Guide to Writing about History*, Richard Marius

- *A Short Guide to Writing about Literature*, Sylvan Barnet
- *A Short Guide to Writing about Music*, Bellman
- *A Short Guide to Writing about Science*, David Porush
- *A Short Guide to Writing about Social Science*, Lee J. Cuba

Bedford/St. Martin's Publishing
bedfordstmartins.com

- *A Pocket Guide to Writing in History*, Mary Lynn Rampolla
- *Writing in the Sciences*, Ann Penrose & Steven Katz

Pearson Higher Education Publishing
pearsonhighered.com

- *The Political Science Student Writer's Manual*, Gregory Scott & Stephen Garrison
- *Writing about the Humanities*, Robert DiYanni
- *Writing and Thinking in the Social Sciences*, Sharon Friedman
- *The History Student Writer's Manual*, Mark Hellstern, et al.
- *The Sociology Student Writer's Manual*, William Johnson, et al.
- *How to Write Psychology Papers*, Les Parrott III
- *Writing for Psychology*, Christopher Thaiss & James Sanford
- *Writing for Law Enforcement*, Christopher Thaiss & John Hess
- *Writing About Theatre*, Christopher Thaiss & Rick Davis
- *Researching and Writing in the Humanities*, Christine Hult
- *Researching and Writing in the Social Sciences*, Christine Hult
- *Researching and Writing in the Sciences and Technology*, Christine Hult

For Non-Native/English Language-Learning Speakers and Writers:

       Portland State University Intensive English Language Program (IELP)
       pdx.edu/esl/ielp-learning-center

       Rong-Chang Li English as a Second Language
       rong-chang.com

       Dave's ESL Café
       eslcafe.com

For Writers with Learning Disabilities:

       Disability Resource Center
       116 Smith Memorial Center
       503-725-4150
       drc.pdx.edu

       Student Health & Counseling
       Learning Disabilities & ADHD Assessments
       University Center Building, Suite 200
       http://www.pdx.edu/shac/testing-services

Colorado State University Teaching Strategies for Students with Learning Disabilities
writing.colostate.edu/guides/teaching/ldteach

Online Teaching Resources on Plagiarism

Preventing Plagiarism — University of Minnesota
http://libguides.d.umn.edu/content.php?pid=60457&sid=2995557

Plagiarism: What It Is and How to Recognize and Avoid It – Indiana University
(indiana.edu/~wts/pamphlets/plagiarism.shtml

Avoiding Plagiarism – Purdue University
owl.english.purdue.edu