

FRESHMAN ENGLISH HANDBOOK

FRESHMAN ENGLISH PROGRAM PERSONNEL

Fall 1983 - Spring 1984

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TABLE OF CONTENTS

	page
THE FRESHMAN ENGLISH PROGRAM AT THE UNIVERSITY OF TEXAS AT AUSTIN	1
GOALS OF THE FRESHMAN ENGLISH PROGRAM	2
ADMINISTRATION	3
SOME CURRENT POLICIES AND PROCEDURES OF THE FRESHMAN ENGLISH OFFICE AND THE FRESHMAN ENGLISH POLICY COMMITTEE	3
Getting Started as a Teacher in the Freshman English Program and the Department of English	3
Grading Standards	4
Policy Statements	5
Textbooks	5
Attendance	5
Typing	6
Late Papers	6
Revisions	6
Process-Approach to E306.	7
Conferences	8
Plagiarism and Collusion	9
Tutors.	11
Returning Papers	12
Use of Student Papers in the Classroom	12
Office Hours.	12
Final Exams	12
Evaluations	13
Complaints.	13
Advanced Placement Exam for E307/308.	14
New and Variant Course Proposals.	14
English 398T.	15
Apprentice Teaching Program	16
SERVICES AVAILABLE IN THE FRESHMAN ENGLISH OFFICE	16
THE WRITING LAB	17

APPENDIX

ATTENDANCE POLICY FOR FRESHMAN ENGLISH	18
Memorandum from the Freshman English Policy Committee, Fall 1982	18
General Information bulletin.	19
Examples of Absence Policies.	20
Absence or Failing Report	21
INCORRECT REGISTRATIONS AND SQUATTERS	22
Memorandum from the Department Chair, August 1982.	22
ROSTERS	23
Explanations of the Codes on the Roster	23
Sample of Roster	24
MODEL POLICY STATEMENTS	
Policy Statement for E306	25
Policy Statement for E306	26
Policy Statement for E307	28

THE FRESHMAN ENGLISH PROGRAM AT
THE UNIVERSITY OF TEXAS AT AUSTIN

The English Department is currently in transition between two required sequences for all undergraduate students at The University of Texas. In 1983-84, approximately half of the colleges in the university will require the "old" program and half the "new" English requirement.

"Old Program"

Freshman	Sophomore
E306 + E307	E310
or E308	or E312L
	or E312M
	or E314K
	or E317
	or E319M

"New Program"

Freshman	Sophomore	Upper Division
E306	E316K	E346K
		+ 6 hours
		"substantial
		writing" courses
		(at least 3 hrs.
		upper division)

Under the old sequence, the basic courses are E306, "Rhetoric and Composition," E307, "Literature and Composition," and E308, "Rhetoric, Logic, and Expository Writing" in the following variations:

- E306: taken by the majority of students
- E306Q: for foreign students
- E306MA: uses readings reflecting the Mexican American experience

E307: taken by the majority of students
E307 Special: for students who place out of E306 by exam
E307MA: uses readings reflecting the Mexican American
experience

E308: a second semester alternative course
E308 PC: Rhetoric of Popular Culture (alternate version
of E308)
E308 Special: for students who place out of E306 by exam
E308Q: for foreign students
E308: for students in Honors Engineering Program

Under the new program, the Freshman English offerings will
be:

E306: Rhetoric and Composition
E306Q: Rhetoric and Composition for foreign students
E306MA: Rhetoric and Composition using readings
reflecting the Mexican American experience

Students may also take a course cross-listed with Humanities to
fulfill their E306 requirement. This course, HMN 303/E306,
emphasizes reading and composition.

These courses are taught to approximately 5,000 students
each semester by a large staff of over 100 Assistant Instructors,
Lecturers, and tenured or tenure-track faculty.

GOALS OF THE FRESHMAN ENGLISH PROGRAM

All freshman English courses should enable the student:

1. To write logical, effective sentences, using a variety of sentence patterns while committing a minimum number of errors in grammar, mechanics, and usage.
2. To write coherent and effective paragraphs; in turn, to write organized and developed expository essays which reflect responsibility to audience, subject, argument, effective language, and writer.
3. To demonstrate an analytical awareness of argumentative and persuasive evidence, processes, and strategies in her or his own writing.
4. To analyze and to evaluate the writing of others, expository or literary, with an understanding of the meaning, purposes, structure, and style.

ADMINISTRATION

The Freshman English Office is located in Parlin Hall 16. The Freshman English Program is administered by a Director of Freshman English, an Associate Director of Freshman English, and an Assistant Director of Freshman English. They are assisted by an Administrative Secretary and a Secretary. Any questions, requests, or problems connected with the Freshman English Program should be referred to one of these individuals.

Program policy is determined by the Freshman English Policy Committee (FEPC), composed of three Assistant Instructors, elected by the graduate students, three faculty members, appointed by the Department Chair, and the Director of Freshman English.

Course and section assignments for those teaching in the Freshman English Program are made by the Associate Chair, acting for the Chair.

SOME CURRENT POLICIES AND PROCEDURES OF THE FRESHMAN ENGLISH OFFICE AND THE FRESHMAN ENGLISH POLICY COMMITTEE

Getting Started as a Teacher in the Freshman English Program and the Department of English

1. You may obtain one desk copy of each text for the course you are teaching from the staff in Parlin 14.
2. You may obtain desk copies which are not immediately available through the Freshman English Office by purchasing them at the University Co-op. When a copy is obtained from the publisher, the instructor may return it to the Co-op for a full cash refund.
3. Your office will be assigned through the main English Office in Parlin 110. You may obtain your key to your office by getting a key permit from Ms. Rattey in Parlin 110 and taking it to Room 101 of the Service Building (the Keys Office is open 8-12 and 1-4).
4. You will be assigned a mailbox in Parlin 202 as soon as possible.
5. You may obtain a gradebook from Ms. Rattey.

6. Teaching Assistants and Assistant Instructors, who are both faculty/staff and students, may have a special "combination" faculty/staff/student ID card made upon request in Gregory Gym 200 (8:30-12, 1-4), ID Processing. In the past all that has been necessary to identify those eligible for this card is the Departmental letter of appointment and a fee receipt.

Grading Standards

It is nearly impossible to set up specific and exact grading standards for the work done in English 306, but some basic criteria will prove helpful to new teachers. As a starting point, we have the published University standards: A means "excellent," B means "superior," C means "average," D means "below average," and F means "failing." The problem comes in deciding what "average" means for the whole freshman population at The University of Texas. Our view is that an average English 306 paper is one that meets the assignment, has few serious mechanical errors, is reasonably well organized and developed, and has no particularly outstanding characteristics, either good or bad. The designation covers a wide range, the limits of which can be indicated only by pluses and minuses. The B paper should have the first three characteristics but also show some insights on the student's part and reveal that she or he has some command of stylistic devices such as transitions and parallelism. An A paper should have, in addition to these qualities, polish and vigor; it should be free of jargon and other stylistic blemishes--in other words, a really outstanding paper. You might assign a D to a paper for several reasons; the most common would be that the writer shows little understanding of the assignment, does not develop his ideas, or is careless about mechanics. An F paper is work not acceptable at the college level. It may be deficient in content, focus, or style.

Obviously it is difficult to draw precise lines between these categories, and we must allow for a degree of flexibility in the standards of individual teachers. In the end, however, grading standards should be more absolute than relative, and while you should not grade in terms of a curve, you should not normally have a disproportionate number of very high or very low grades.

Policy Statement

By the end of the first week of classes you must give your students a written statement of your policies about attendance, late papers, essay revisions, and any other requirements that may affect their grade in the course. In order that the Director of Freshman English may have that information available if he receives a complaint or query from a student or teacher, the Freshman English Policy Committee requires every teacher of freshman English to file a copy of her/his policy statement in Parlin 16. Please do this before the end of the first week of classes. The Freshman English Office has sample copies of policy statements on file for your examination.

Textbooks

Experienced teachers may use texts that have been used by the Freshman program in the recent past, but not re-adopted for one reason or another. These books must, however, be ordered through the Freshman English Office.

Textbooks for all freshman English courses must be approved by the Freshman English Policy Committee, including those used in unique sections, such as freshman English for engineering honors students.

No novels may be required in E306 classes.

A handbook (such as Guth's New English Handbook) is required in all freshman English classes.

Special book requests must be submitted to the Freshman English Policy Committee in writing by October 1 for use in the succeeding spring semester and by April 1 for use in the next fall semester.

Special book requests must be accompanied by a short rationale for adopting the particular book(s).

Attendance

You may set your own attendance policy, but the University requires that the instructor must take attendance in courses in

which the majority of the students have fewer than 30 hours of University credit. Freshman classes fall into this category. The Freshman English Policy Committee strongly recommends that you require your students to attend class regularly and that you set a limit on the number of permissible absences. Students who acquire more than four unexcused absences must be reported to the secretary in Parlin 16 who will give you an absence report form to complete and send to the student's dean. (See page 21)

Typing

Teachers may encourage students to type their papers, but the Freshman English Policy Committee has determined that typed papers may not be required. Most students are persuaded to type their work by the observation that typed papers are generally more favorably received than untyped papers, especially by overburdened and sometimes weary graders.

Late Papers

You may set your own rules about late papers, but you should announce a policy before the first paper is due. Too much leniency regarding late papers can cause difficulties. You may receive some papers from an assignment after others from that set have been graded and returned. Or you may find that you have a stack of late themes to correct at an extremely inconvenient time. Students will generally do what you expect them to. If you are firm about late papers you will get very few of them. Some teachers categorically refuse to accept late papers; others allow students to turn in one paper up to three days late, but stipulate that any paper that is more than a week late is an automatic F. The important thing is to decide on a policy ahead of time and put it in writing for your students.

Revisions

Essay revisions can be handled in a variety of ways. Some teachers allow no revision at all; others are more liberal in their policy. In any case, you should have a clear policy that explains when revisions (if permitted) are due, how many papers may be revised, and how grades on revised work will be calculated.

You may want to consider a procedure by which your students are required to write drafts of every essay before turning in final versions of their work. This process-oriented approach is described in more detail below.

Process-Approach to E306

While no more difficult to manage than the traditional "product-centered" writing course, a process-oriented approach to teaching E306 offers distinct advantages:

- it requires students to revise.
- it enables teachers to offer suggestions and comments on an essay before (not after) it reaches its final version.
- it teaches students to use techniques of invention and to plan their writing.
- it encourages teachers to write practical editorial remarks rather than defensive justifications of grades.
- it encourages students to write for an audience and to get feedback on their drafts from their colleagues.
- it increases the control and responsibility students have in preparing the final version of an essay.
- it more closely simulates the procedures most writers employ in doing their work.

Briefly, the method for using the process-oriented approach involves requiring students to hand in first drafts for every essay they write. These drafts are then read and commented on by both the instructor (who receives the original draft copy) and by students in workshop settings (who examine a copy kept by the student). The initial drafts--which may be rough both in appearance and contents--are marked by the teacher, but not graded. Marginal remarks should be directed toward improving the content, structure, and mechanics of the piece, but should not be exhaustive since students will be getting additional feedback from their colleagues and will have sufficient time to reconsider all aspects of a paper on their own. While the essays at this stage are not letter graded, students should have an approximate idea of where they stand and what they must do to improve. Individual instructors may be willing to review subsequent drafts or portions of drafts (new paragraphs, revised conclusions, etc.), but each additional revision should receive less commentary than the previous one so as to wean students away from relying too heavily on a teacher's written corrections or remarks.

When the student decides that an essay is in an acceptable state (or on the designated deadline for a given group of essays), he may submit the essay for a grade. Once he declares a paper "done," he may not revise it again. This final version

is graded holistically, the mark assigned after the instructor reads through the piece carefully once, just as a typical reader might. Comments are not necessary at this point since no additional changes may be made in the essay and the student will have already received ample feedback (several times from several sources) on her work. If the process has been managed well by the instructor, the student will not be surprised by the grade she finally receives. However, instructors should require that students retain all draft work and commentary in a folder or notebook as a record in case of grading disputes.

This method requires careful scheduling on the instructor's part, but does not actually increase the time spent in grading--even though each essay is reviewed at least twice. The initial comments on the drafts are aimed at improving the essay, not justifying a grade. Consequently, they can be more general and less time-consuming. The holistic grading of the final versions is speedy and potentially enjoyable: an instructor reads a student's work the way she would read any writer's--not with red pen in hand, looking for comma splices but with a critical sensitivity to the overall argument as well as to the proficiency and quality of the piece.

If you have any questions about implementing this process-oriented approach, please discuss them with the Director of Freshman English.

Conferences

Conferences with your students are an important part of your teaching. You should schedule at least one conference with each student during the first part of the semester. After this you should call in for additional conferences those students who continue to have serious problems. Some students respond better than others to conferences, and they should be encouraged to come as often as they need help; any student who writes a D or F paper should be called in for a conference. Grading papers in conference, however, is not usually a good idea. Students will not ordinarily retain what you tell them orally unless it is reinforced by written comments on the paper.

Plagiarism and Collusion

Careful writing assignments that grow out of the work you are doing in class will help to prevent plagiarism. Careless, trite, or vague assignments invite it. You should define plagiarism for your students--English 306 students are apt to be quite naive about what "legitimate" help is. You may also get copies of the University's official statement on plagiarism for all your students by coming to Parlin 14.

If you suspect that you have a plagiarized paper and want to take some action about it, don't panic and threaten to fail the student or to drop him from the course. Students have specific rights which you must respect. You may not downgrade or fail students for plagiarism or collusion without informing them of your suspicions. These are the procedures to follow in handling a plagiarism case as described in "Faculty Guidelines for Dealing With Scholastic Dishonesty, 1982-1983";

- 1) When a faculty member has reason to believe that a scholastic violation has occurred, the faculty member should meet with the student(s) involved and discuss the alleged violation and the evidence that supports the charge. (It is strongly recommended that a third party, such as a faculty colleague or department chairman, be present.) If the student is unavailable or if particular problems are encountered, the faculty member is encouraged to solicit the assistance of the Dean of Students Office at the outset of the case.
- 2) In this meeting every effort should be made to preserve the traditional faculty/student relationship, which is the basic foundation of the University. The student should be given the opportunity to respond to the charges and to present evidence in his or her defense.
- 3) Pending the outcome of an investigation at the conclusion of a semester or summer session, the faculty member should assign a grade of "incomplete" to the student(s).
- 4) The faculty member shall inform the student of his or her right to a hearing before a University hearing officer and of the student's right to appeal a discipline decision through the Dean of Students Office. (General Information bulletin, Appendix C, Sections 11-401 and 11-601.) After conferring with the student, the faculty member may dismiss the allegation or may follow the procedures as outlined herein.
- 5) If the student admits the violation and executes a written waiver of the right to a hearing before a University

hearing officer, the faculty member may assess one of the following academic penalties:

- a) Written warning that the student violated regulations concerning scholastic dishonesty and that an additional infraction may result in a more severe penalty;
- b) No credit, or reduced credit, for the paper, assignment, or test in question;
- c) Retake of exam or resubmission of assignment;
- d) Failing grade in the course or reduced final grade for the course.

The Discipline Policies Committee has concluded that in most cases of scholastic dishonesty the student forfeits the right to credit in that course, and that a penalty of "F" for the course is warranted.

6) If the student and the faculty member are in agreement concerning the charge and the penalty, and if the student has waived in writing the right to a hearing before a University hearing officer, the faculty member shall report to the Dean of Students Office the name of the student, the charge, the academic penalty, and recommendations, if any, concerning additional disciplinary penalties. (For convenience of the faculty, a report form has been devised by the Dean of Students Office. Copies of the form "Faculty Disposition of a Scholastic Dishonesty Case" may be obtained from the Dean of Students Office.)

7) Upon receipt of the report of scholastic dishonesty, the Dean of Students will place the report in a confidential file if the student has no previous violation. If the student has been involved in other violations, or if the instructor has recommended an additional disciplinary penalty, the dean will summon the student and consider additional action in accordance with established procedures.

8) In those cases in which the student does not admit the charges, or the student elects not to waive the right to a hearing before the University hearing officer, the case shall be referred to the Dean of Students Office. A referral shall include a written summary of the charge, the evidence supporting the charge, the reason for the referral, and recommendations, if any, concerning penalties. Relevant documents (or copies), such as crib notes, copied exams, or material plagiarized should also be forwarded. (A form for referrals may be obtained from the Dean of Students Office. Please request the form "Discipline Referral for Scholastic Dishonesty.")

In addition to the academic penalties assigned by a faculty member, the Dean of Students or hearing officer may assign one or more of the University discipline penalties listed in the General Information bulletin, Appendix C, Sections 11-501 and 11-502. For instance, a faculty member may recommend that a student be placed on "disciplinary probation" in addition to the grade penalty. In cases of especially serious allegations, a penalty of suspension or expulsion may be appropriate. In such cases, the faculty member should immediately confer with the Dean of Students Office.

Copies of the forms described above are available in the Freshman English Office: 1) Discipline Referral for Scholastic Dishonesty, and 2) Faculty Disposition of a Scholastic Dishonesty Case.

If you have any problems or doubts, by all means come into talk the problem over with the Director, Associate Director, or Assistant Director of Freshman English.

Tutors

In recent years, more and more students have resorted to private editing and tutoring services to help them through their English courses. While it is appropriate for tutors to counsel students in a general way and to comment on problems in a specific paper, it is scholastically dishonest for students to employ tutors to correct, edit, or modify essays in any way. Teachers should make it clear in their policy statements whether 1) they expect students to obtain permission from them before going to a private tutor, or 2) do not want students to employ tutors at all. The same reservations and restrictions apply to any outside assistance a student may receive--from a parent, friend, roommate, or counselor.

Students who need assistance in their writing courses beyond that which can be offered in class or in conference with their teachers should be referred to the *English Department Writing Lab* or to *RASSL*. Tutors in both these facilities are trained to comment on essays and to offer advice without editing or rewriting papers. The English Department Lab is free; RASSL offers both paid and free services.

Returning Papers

Try to return essays as promptly as possible so that students benefit from the comments you have made on their drafts, assignments, exercises, or papers. Under a traditional assignment schedule, it is particularly desirable to return one set of papers before a new set is due.

At the end of the term, students have a right to see their work. If you return their papers, do it in person, in class, in conference, or during office hours. Do not deposit essays in the hallways or departmental offices.

Use of Student Papers in the Classroom

Another tradition affected by "open records" legislation is the use of dittoed copies of student essays (or parts thereof) for class discussion. You can still do this, but need the written permission of every student whose paper is used. You may want to ask students to sign a general waiver at the beginning of the class, reserving for them the right to withhold the use of any particular assignment or paper.

Office Hours

You are required to hold three regularly scheduled office hours per week. If you cannot make your hours, you should try to leave a note on your door or notify students in advance of your absence. Students who cannot see you during regular hours should be allowed to make appointments at other times.

Final Exams

Uniform Departmental examinations are not given in freshman English courses. If you feel there are good reasons to give a final examination, then you should give one. The time and place for the exam for each section is published near the end of the semester in The Daily Texan. (You can determine the date and time of your exam by consulting the back of the Course Schedule for the semester involved.) Teachers under counseling must

develop their final exam policy in consultation with their English 398T professors; all teachers must make and announce decisions regarding final examinations at the beginning of the semester.

Evaluations

Every Assistant Instructor is evaluated each regular term by a member of the faculty. The procedures for this evaluation are explained in detail in a memo distributed early in the semester.

In addition, most instructors of freshman English courses participate in the university-wide teaching evaluation program run by the Measurement and Evaluation Center. Assistant Instructors and Lecturers are required to participate in this survey of teaching performance.

Complaints

Occasionally, teachers are unable to resolve grading or other complaints with their students. If you are having a problem with a student, please feel free to discuss it with one of the program administrators in the freshman office. You may send a student down to the office whenever you believe such action is appropriate. Please inform students on your policy statements that they may bring complaints to Parlin 16 whenever they are unable to resolve disputes with you first.

Whenever students come to the freshman office with a complaint, we usually refer them back to their teachers. Quite often they have neglected to discuss matters with their instructors. If a complaint warrants additional attention, we will ordinarily contact the instructor and discuss the problem. Complaints that are unresolved in the freshman office go on next to the chair, then to the college, and rarely, to an academic vice-president.

The freshman office is reluctant to review individual grades. We do, however, examine complaints involving the equitable, regular application of grading policies. It is essential, then, that every teacher have a clear grading policy announced in writing at the beginning of the term. It is also essential that teachers keep clear records of all grades,

assignments, quizzes, tests, exams, and any other factors that have a bearing on final grades. You must keep a gradebook. If you leave the university, even for a short period, you should turn in your gradebook to the main English office (Parlin 110) so that we can handle grade inquiries in your absence.

Advanced Placement Exam for E307/308

An advanced placement exam for E307/308 will be available as long as the courses continue to be offered. The test consists of a multiple choice section based on material in the handbook and rhetoric adopted by the Freshman English program for E307/308 and two essay questions based on designated readings. Students interested in taking this exam should contact either the Freshman English Office or the Measurement and Evaluation Center (BWY 100). Graders for the examination shall be selected by the Freshman Office.

New and Variant Course Proposals

The Freshman English Policy Committee encourages the faculty to submit proposals for new or variant courses of freshman English (Assistant Instructors must have two years of teaching experience, at least one of which must be at The University of Texas). These proposals help to keep the program healthy and can reflect changing student and faculty needs. They often draw upon the latest findings in linguistics and rhetoric.

A variant course, while meeting the description of freshman English as given in the University Catalogue, is one which is sufficiently different in content or structure to make it distinct from present offerings. A new course is one which redefines the description of freshman English and perhaps offers new goals as well as new ways of achieving these goals.

If you have a new or variant course in mind, submit to the Freshman English Policy Committee a summary of your projected syllabus. We also request that you submit at least a two or four week segment of your syllabus. This segment should demonstrate the relationship between specific reading and writing assignments. It should also include a brief statement telling us how these assignments contribute to the goals of your course. Early submission of proposals is essential; the more complete the proposal and the earlier the submission the better. We are

required to work nearly a year in advance in order to anticipate catalogue deadlines.

Your proposed course should meet the following criteria:

1. It shares the goals of the Freshman English Program (see page two).
2. It can be taught by different instructors (under certain circumstances this requirement may be waived).
3. It is intellectually suitable for freshman.
4. It can be evaluated by the Freshman English Policy Committee.
5. It promises to be intellectually exciting to students and instructors.
6. It should be taught for two years. Under normal circumstances, you should not have to re-submit the proposal the second year, although you will need to notify the Freshman English Policy Committee of your intention to teach the course again by the deadline for publication of the Course Schedule.

The Freshman English Policy Committee will endorse experiments in freshman English classes only when the experiment has been submitted and approved in accordance with the Freshman English Policy Committee guidelines in effect prior to the semester in which the course is to be taught.

English 398T

Most new Assistant Instructors are required to take E398T, a graduate course in teaching composition, during their first term as instructors of E306. The course is ordinarily taken in the fall term. Only Assistant Instructors who have taken an equivalent graduate course and who have substantial college teaching experience may have the E398T equivalent waived.

The subject matter of E398T is both theoretical and practical. Students are introduced to contemporary rhetorical theory and given specific advice about handling their E306 classes.

Apprentice Teaching Program

Teaching Assistants (TAs) are graduate students who intend to teach, but who enter the English program without an M.A. or significant training or experience in the teaching of writing. Unlike Assistant Instructors (AIs), TAs are not given full classroom responsibility. Instead, they are apprenticed to experienced instructors until they attain AI status. As apprentices, TAs have specific responsibilities (grading, attending class, holding conferences) explained in a detailed handout available in the Freshman English Office.

SERVICES AVAILABLE IN THE FRESHMAN ENGLISH OFFICE

The staff in the Freshman English Office will type your class materials. Except during the rush at the beginning and ending of a term, work orders are ordinarily completed in 1 day (allow more time for large orders). Please be sure that all work submitted is legible (especially avoid copies that are too faint or are in careless script). Fill out a work order form with each request.

Parlin 212 contains typewriters, ditto machines, thermofax, and a paper cutter, as well as some office supplies. Don't hesitate to ask the staff or E398T instructors for advice on running equipment. Plan your work ahead though--the machines in this office are often broken or in use. Report a broken machine to the receptionist in the main English Office (Parlin 110). Your office key will open Parlin 212. Any additional office supplies you need may be obtained from the main office.

Movie, slide, overhead, and opaque projectors, screens, tape recorders, and record players are available for check out through the Undergraduate Advising Center, Parlin 116.

A video recorder for use in Freshman English courses is available in Parlin 16. The machine plays only "two-hour" tapes. You may arrange to have your freshman English class videotaped for teaching evaluation and review by contacting one of the program administrators.

THE WRITING LAB

The Writing Lab is a referral or walk-in facility located in Parlin 3, open Monday through Friday, 10 to 4 and Monday through Thursday evenings 6 to 9, designed to help students in composition courses. Students may visit on their own, or instructors can require or suggest that their students go to the Lab for one visit or a whole semester-long series of visits. The Lab is equipped with a variety of diagnostic tests to aid in determining students' needs. Students can get help in sentence-level grammar, mechanics, essay problems, paragraph-level and whole essay level problems. The Lab also has spelling and vocabulary programs. With instructors' consent, students may also receive help at various stages of the writing process: 1) invention, 2) organization, 3) specific writing assignment requirements; for example, classification essays, 4) general evaluation of rough drafts, and 5) revision of returned, graded work. The Lab also has study materials for units involving writing about literature. Most of the study material in the Lab is designed for independent self-instruction, either in printed textbook form or on computer. There are various levels of material, from the more remedial to the more advanced. While much work in the Lab is independent, students also work individually with Lab staff members (teaching assistants, assistant instructors or lecturers in the Department), particularly on writing assignments or more difficult or complex writing problems. The Lab keeps files on all students who come for assistance, and instructors receive reports on their students' work in the Lab. At the beginning of every semester, instructors receive a packet of information about the Lab which they can distribute to their composition students.

APPENDIX

ATTENDANCE POLICY FOR FRESHMAN ENGLISH

Memorandum from the Freshman English Policy Committee, Fall 1982

Because of potential confusion concerning university and departmental policy on student absences, the FEPC has asked our office to describe some general guidelines on student attendance in freshman classes. As you know, university policy requires that for all students with fewer than 30 hours (i.e., all freshman), more than three (3) absences from class are to be reported to the student's dean (see materials on pages 19-21). While we realize that it is not always possible to comply precisely with this regulation in each and every case, we strongly encourage the reporting of excessive absences as early in the term as possible, both to discourage further absenteeism, and to provide official notification and record in troublesome cases.

Teachers have in the past occasionally received memoranda from other departments or programs (e.g., Athletic Academic Counselors) suggesting that students in these programs must be allowed some higher number of classroom absences--often as high as 10-15 absences--because of their participation in extracurricular activities. Since such misinformation may cause some confusion for both faculty and students, we want to clarify here the policy of the Freshman English Policy Committee on student absences.

1. With the exception of the university regulation governing reporting of excessive absences (see above), the individual instructor sets policy on student attendance for his or her class. This should be clearly outlined in course policy statements by the instructor. Provided it conforms to existing university regulations, *No other policy or document overrides the instructor's policy statement for the course.* Moreover, instructors are not bound to respond to inquiries concerning a student's progress or grades from outside departments or programs--with the exception of inquiries from the student's dean.

2. If the instructor wishes to make attendance policy arrangements which allow for exceptional student circumstances, that is a matter between the instructor and the student. The FEPC discourages the allowance of excessive absences in writing courses, and policy statements are to be as explicit as possible to prevent misunderstandings. The teacher is under no obligation to honor "recommended" attendance policies from external offices.

3. As a general guideline, we would describe 4 or more absences from a MWF class, 3 or more from a TTh class, as clearly endangering the student's ability to maintain his or her work in a freshman writing course. Moreover, the burden of make-up or missed work falls upon the student, not the teacher--the teacher is not obliged to repeat lectures or classroom work outside class hours. Instructors are free to adjust this standard according to the organization of their own syllabi--but again, we strongly suggest that whatever the attendance policy, that it be clearly explicit in the policy statement for the course, to prevent possible misunderstanding.

We have attached some examples of definitive and explicit policy statements which have been used in the past to give some idea of a range of workable policies which should not be excessively onerous. We urge any instructors who have had particular problems (resolved or unresolved) with attendance policy, or with questions, comments or suggestions, to please drop a note to the Freshman Office.

Michael J. King
Associate Director of
Freshman English, 1982

Phillip Sipiora
Assistant Director of
Freshman English, 1982

General Information, The University of Texas at Austin, 1981-1982 (The University of Texas Publication Issue Number 8108, August, 1981)

On the recommendation of the instructor concerned, and with the approval of the student's academic dean, a student may be required to drop a course at any time because of neglect or for lack of preparation. (p. 89)

Regular attendances at all meetings of the courses for which a student is registered is expected, and implementation of this policy is the responsibility of the instructor. *The instructor shall inform his students of any special attendance requirements.*

It is the duty of instructors, primarily for counseling purposes, (a) to keep a record of the attendance in their classes of those students identified on their class records as having attempted less than thirty semester hours; and (b) to report to the appropriate deans the names of such students who

have acquired four absences and to report thereafter when the absences continue to be excessive. (p. 90)

Examples of Absence Policies

Good (explicit):

After two absences your grade drops a letter; after four your grade drops another letter. More than five absences constitutes a failing grade in the course.

Daily attendance will be taken. Absences in excess of two will be reported to your academic dean, and excessive absence will be sufficient grounds for failure in the course (three or more).

Daily attendance will be taken at the beginning of class. If you miss class, get the assignment from a fellow student so that you will be prepared for the following class. **STUDENTS WHO MISS MORE THAN 5 (FIVE) CLASSES WILL RECEIVE AN F UNLESS THE DEAN GIVES THEM PERMISSION TO DROP THE COURSE.**

I expect you to attend every class meeting. However, because unforeseen circumstances do arise, you are allowed up to three absences. Should you miss more than three classes, I will report you to your dean. More than five absences will be grounds for failure of the course. If you arrive to class later than five minutes after the bell or if you leave early, you will be counted absent. You are responsible for all work covered in your absence.

You are expected to be present and on time for every class meeting. More than three absences will very likely affect your final grade, as will frequent late entrances. If you do miss a class, please try to contact me as far in advance as possible so that you can find out what class work you will be missing. You are responsible for any reading or discussion that takes place on the day you are absent. Get to know your classmates, as you may need to borrow their notes or consult with them about material you have missed. Note: I do not distinguish between excused and unexcused absences.

Poor (vague or misleading)

This is a rule of the game. The semester will be more rewarding for both of us if the class develops into a relaxed but engaged and interactive community. This can't happen unless everyone is present, physically and mentally. I'll do my best to make

everyone want to be. As added incentive, at the end of the semester I will assign an attendance-participation grade. If, when I am computing your term grade, I find that you are a borderline case then I will use this information to determine whether to go with the higher or lower grade.

The University policy requires regular class attendance in all freshman courses. I will have to report excessive absences (i.e., more than three) to your Dean's office. This course only lasts 5 weeks, so try to attend every meeting.

Unless you attend class religiously, you can expect to have real trouble passing the course. Sick or not, an absence means you've missed important material.

Since your presence in the class is vital to the functioning of your group, as well as for your own improvement as a writer, you may not miss more than twice without penalty. From the third absence on, I'll dock your final average one letter grade. No one should have to miss more than twice in a five-week course, but if you foresee a problem here, you should consider changing sections.

Absence or Failing Report

The Absence or Failing Report forms are used to report to their dean students with excess absences or who are doing D or F work. These worms are available in the Freshman English Office. After the instructor has filled out the form, the secretary will forward the report to the student's dean, who will call the student in for counselling.

DEAN'S NOTE TO STUDENT FOR ABSENCES: excessive absences result in an automatic course failure. If you have been attending on dates noted, check your section registration and see your dean for possible correction. If absent for cause, consult your dean and instructor immediately.		ABSENCE OR FAILING REPORT		Date of Report: <u>September 19, 1983</u>
NOTE TO INSTRUCTOR: absence and/or failing reports are mandatory for freshmen and are helpful in counselling all students. Please fill out the portion within the dotted line and forward the first two copies to the Dean's Office.		Student College Code from Class Roster: <u>2</u>		Course Abbrev./No.: <u>E306</u>
		and Unique No.: <u>27830</u>		Instructor's Reason(s) for Report:
		<input type="checkbox"/> Excessive Absences		No. of Times: <u>4</u>
		<input type="checkbox"/> Poor Academic Performance		Date (or period): <u>since Sept. 10</u>
		<input type="checkbox"/> Failing		<input type="checkbox"/> Passing, but marginally (Grade of _____)
		<input type="checkbox"/> Comment/Suggestions: <u>drop course</u>		
Student Ident. No. <u>978 - 65 - 2341</u>		By Instructor: <u>Martin Bookspan</u>		
Student Name: <u>WOOLSEY Lindsay F.</u>		Office No. <u>Parlin 110</u> Phone <u>471-4991</u>		
Last First Middle		Student Notified-Date _____		
Address: _____		Dean _____		
City: _____		College/School _____		
State: _____				

Student's Copy

INCORRECT REGISTRATIONS AND SQUATTERS

Memorandum from the Department Chair, August 1982

Please check your class attendance against your official rosters, including revised rosters, during the first several meetings of your classes and afterward as necessary.

Students whose names appear on the roster but who are not attending should be reported to the appropriate program office (freshman English or sophomore literature) or directly to the offices of the absent students' deans. A code symbol for each student's college is printed on the roster.

Students who attend your class but whose names do not appear on the roster should be told, and reminded, of the fact. Ask them to confirm their registration by means of their registration receipt and the lists of sections by unique number in the final announcement and the program offices. Warn them that unless they are officially registered for your section they cannot receive credit for taking the course, and that if they are registered in another section, but not attending, they risk getting an F for the course. **DO NOT ACCEPT WRITTEN WORK FROM SUCH STUDENTS. IF YOU CANNOT AVOID ACCEPTING WRITTEN WORK, DO NOT GRADE IT.**

Please refer any persistent questions or problems concerning irregular registration, squatters, etc. to the appropriate program director or to the department chair.

Joseph J. Moldenhauer
Chairman

ROSTERS

Rosters will be printed for your classes several times during the semester. We usually receive rosters from the Registrar's Office on the first, fourth, and twelfth days of class and at mid-semester. The most important ones will be the "Twelfth Day Roster" (fourth day during summer sessions), which is used for the official University enrollment count, and the "Mid-Semester Roster," which must be verified as 100% accurate since the grade sheets are printed from this list.

Explanation of the Codes on the Roster

The date in the upper left-hand corner is the date on which the list was updated by the computer. Students who added or dropped after this date will not be included until a later roster.

On the left hand side are the course number, unique number and title of the course. Make sure that this is your roster by checking the unique number.

The College/School codes are as follows:

- B Graduate Business
- C Communication
- E Natural Sciences
- G Graduate Nursing
- L Liberal Arts
- N School of Nursing
- S School of Social Work
- 2 Business Administration
- 3 Education
- 4 Engineering
- 5 Fine Arts
- 6 Graduate School
- 7 Law School
- 8 Pharmacy
- 9 Architecture

The Student Numbers are their social security numbers.

The Status Codes are: W - withdrew from the University
Q - dropped the course without academic penalty
Z - taking the course on a pass/fail basis

The Total Number of Students will be the number of students on the roster. This number includes the students who have withdrawn or dropped with a "Q", so the actual number of students in your class may be less than the number indicated as the total on the roster.

Sample of Roster:

07/16/83 THE UNIVERSITY OF TEXAS AT AUSTIN
ALPHABETICAL CLASS ROSTER
SUMMER SEMESTER 1983

PAGE 1

E S306 28320
RHETORIC & COMPOSITION

NAME OF STUDENT	COL/ SCHL	STUDENT NUMBER	LINE NO.	GRADE	STATUS CODE/DATE	REMARKS
BING, BETH ANNE	L	464-53-6306	0001		05/30	
COPLAND, SALINA M.	L	066-54-9081	0002		05/30	
CRUZ, PAUL ARNOLDO	2	431-41-1585	0003		07/08	
DUFFEY, DAVID A.	2	459-53-1876	0004		07/08	
FAUNTLERDY, JOHN P.	2	454-82-8941	0005		07/08	
FLORES, RIGOBERT	L	455-31-3964	0006		05/30	
GARCIA, ROSS OMAR	L	455-11-1660	0007		05/30	
HEINE, DARREN CRAIG	9	431-27-8877	0008		05/30	
KLEIN, KAREN TRACEY	L	075-42-8798	0009		05/30	
LANDGRAF, ROBERT EDWARD	L	466-51-6005	0010		05/30	
LEUZINGER, HARRY MARVIN	L	448-49-4974	0011	W	W	06/15
MCCURNEY, JAMES HUGH JR.	L	458-49-7887	0012		06/02	
MCINTOSH, RAYMOND SCOTT	L	463-33-9016	0013		05/30	
MILAM, WILLIAM C.	L	466-53-8410	0014		05/30	
MILLICAN, MARC ROBERT	L	434-02-5242	0015		05/30	
MORRISON, LGRA RAE	L	481-72-1694	0016		05/30	
NAVARRETE, CARLOS F.	L	456-55-3065	0017		05/30	
PALMER, DARREN J.	L	459-53-4274	0018		06/30	
PANAMPUR, AZITA	L	449-53-4421	0019		05/30	
STILL, ANDREW K.	L	451-47-1364	0020		05/30	
TOBON, PAULA C.	L	214-72-0459	0021		07/12	
TURECKY, KATY LYNE	L	458-27-4290	0022		05/30	
WHITE, JAMES KENNETH	2	466-49-0569	0023		07/08	
WILSON, JOANNE IRENE	L	456-59-2673	0024		05/30	

TOTAL NUMBER OF STUDENTS 24

MODEL POLICY STATEMENTS

Policy Statement for E306

1. ATTENDANCE. This course is a learn-by-doing class. This means that the weekly assignments are explained during the week in a fairly systematic manner. If you miss the explanation, you may have trouble achieving the objective of the assignment. For this reason I count on a high attendance rate. IF YOU MISS MORE THAN THREE CLASSES I WILL DROP YOU WITH AN F-DROP.

2. GRADING. Grades will be given for four types of activities. The percentage given each type is indicated below:

4 out-of-class themes	60%
Journal and in-class participation	8
Quizzes on readings and grammar	7
3 in-class themes	25

3. LATE PAPERS. Because the summer course is so compact, it is usually disastrous to let a student get far behind in his assignments. FOR THIS REASON I WILL LOWER A PAPER BY ONE LEVEL IF IT IS LATE. See me ahead of time for problems should they arise in this regard.

4. SCHOLASTIC DISHONESTY. I expect your work to be your own. This does not mean that I discourage your getting assistance from friends or the lab. In fact I encourage this support. I also expect you to read the material assigned and react to it and incorporate it into your own work. This is the only way to learn. But assistance means that the people who assist you are acting in the role of contractor to an architect. You dictate the strategy and the tactics. Flagrant copying from others without acknowledgement will not be tolerated.

5. COMPLAINTS. If you have complaints, I encourage you to come to see me about them. I have a campus-wide reputation for being reasonable. However, should you decide that you want another opinion, you should contact the office of the Director of Freshman English (Parlin 16), or, if you are still not satisfied, the office of the departmental chairman (Parlin 110), or, at a higher level, the office of the campus ombudsman (Student Services Building 1.104, Ph. 471-3825).

6. OFFICE HOURS. I will normally be available in Parlin 227, on Wednesday, from 1:00-5:00 (this may be changed to Thursday). Other appointments should be made by contacting me at 471-0000 or 999-8888 (home). The Wednesday afternoon sessions will usually be the in-process draft presentations of your next assignment--possibly the most important 15 minutes of each week.

Policy Statement for E306

Unique Number:
Time and Room of class:
Instructor:
Office:
Phone:
Office Hours:

Required Texts: Gath, New English Handbook
Ruszkiewicz, Well-Bound Words
Shugrue, The Essay

Attendance: is required and will be recorded. Generally, the actual effect of an absence on your overall grade will be reflected in the 20% that involves your participation.

However, University policy also requires that for all students with fewer than 30 hours, more than 3 absences from class are to be reported to the student's dean. The Freshman English Office has made clear to its instructors that 4 absences from a MWF class and 3 from a TTh class endangers the student's ability to maintain his or her work in a writing course. They also make clear that any deviations from this policy are at the discretion of the individual instructor.

Therefore, if you miss (excused or unexcused) more than 4 MWF or 3 TTh classes your absences will be reported to your dean and will be sufficient grounds for failure in the course. In addition, you are responsible for all work missed after any absence.

Grading Policy: the final grade will be a composite of the following elements:

- Commonplace Book-15% (collected at the end and periodically throughout the course)
- Quizzes-15% (on readings, mechanics, or rhetorical principles)
- Exercises-10% (either related to a particular assignment or from the Handbook)
- Participation-20% (includes peer editing, conferencing, attendance and class discussion)
- Composition-40% (in-class, take-home, final exam, and research paper)

If we have a final exam or research paper, these grades will be included in the Composition section. The research paper will count as 2 or 3 shorter writings.

Most grades will be recorded simply as an A, B, C, D, or F. A few assignments will be graded by ✓, +, or - if the intent of the assignment merits such a grading system. If percentages are used, they will correspond to the following letter grades: A (100-93), B (92-85), C (84-76), D (75-65), and F (below 65).

Any paper written outside of class can be rewritten. If you choose to rewrite, you must return the original and the rewritten version before or on the second class day after a composition has been returned. The two grades will be averaged together. In-class essays can be revised if a time is set aside in class for that purpose.

All late papers, exercises, quizzes, and tests must be turned in by the next class period. If an assignment is to be discussed in class, not having it will affect your participation grade.

Lastly, the neatness of an assignment does affect the attitude of the reader toward the writer and the paper itself. All papers turned in for review, discussion, or a grade should be typed or neatly written (double-spaced) on standard 8½ x 11 paper. A sample format with appropriate headings is illustrated on pages 343-344 of your rhetoric text: (Well-Bound Words).

Plagiarism: is the most serious of academic offenses. Turning in plagiarized work will result in failure for the class. To avoid any misunderstanding, a part of our next class will be used to discuss the nature, causes, and effects of stealing someone else's ideas and writings.

Complaints: The Freshman English Office strongly encourages students and instructors to solve between them any problems that may arise during the semester. In fact, the office rarely reviews any matters concerning evaluation and grading. However, the Associate Director and Director of Freshman English (Parlin 16) are available to mediate other problems that cannot be settled between instructors and students.

Policy Statement for E307

Instructor:
Course and unique number:
Office:
Phone:
Office Hours:

E307 is designed to further your skills in written communication. As such, it is based on the philosophy that skills of any kind are only mastered through constant and diligent practice, and, consequently, you can expect to spend a great deal of time in preparing, writing, and revising the assignments connected with this course. You, as student, must be responsible for regular attendance, class participation, and mental alertness as well as for any assignment given in or outside of class. I, as instructor, will be responsible for class presentations, serious consideration of all student work, and prompt return of all assignments.

Course Work:

You will write approximately six essays or their equivalent throughout this course in addition to a primary research project, daily assignments, and a final exam which will incorporate the skills developed in E307 in both essay and objective form. Reading tests are usually unannounced and are quite frequent, so don't fall behind in assigned readings.

Deadlines:

The deadline for all assignments is the beginning of class on the due date. Late essays will not be accepted. However, because legitimate emergencies do arise, each student will be granted one class extension without penalty. You must request this extension before the essay is due. There is no make-up on daily assignments. Don't panic--at least one daily grade will be dropped before the final grades are averaged to cover missed pop tests, etc., and extra credit assignments may be substituted for one additional daily grade.

Attendance:

The University requires that all students attend classes regularly. Because of the very nature of the course, attendance is particularly vital in E307. You may miss up to 3 class meetings before I take any action regarding your attendance. You will, however, still be liable for all grade penalties such as missed pop tests. After 3 absences, I will report you to the Dean of Students, and thereafter, every absence will result in a final grade deduction of one letter.

If you must be absent, (1) make sure that any assigned work reaches me before the deadline and (2) arrange to obtain any homework assignment you might have missed while gone. You are responsible for anything which is discussed or assigned in class regardless of your physical absence.

Conferences:

Twice during the session you will be expected to meet with me in a formal conference. However, I encourage you to meet with me in my office whenever any question which I might help answer arises. Don't be hesitant to ask.

Academic Dishonesty and Plagiarism:

All work which is submitted for this course should be yours and yours only. Any use of words, phrases, or ideas which you borrow from individuals, other courses, or written sources and which is not properly documented constitutes plagiarism, a situation dealt with severely at this university.

Grading:

(1) Essays and writing assignments will receive letter grades only based on the following numerical scale:

A+ = 97	B+ = 87	C+ = 77	D+ = 67	F = 50
A = 94	B = 84	C = 74	D = 64	
A- = 90	B- = 80	C- = 70	D- = 60	

(2) Other work will be graded numerically. The final averages will be based on the following scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

(3) Your final grade for the course will be computed on the following basis:

Writing assignments/equivalent . . .	60%
Daily grades	20%
Final exam	20%

Class participation is a must. Borderline grades will be determined by the student's efforts in class.

INDEX

- Absence report form,
5, 21
- Absences, 6
- Administration, 3
- Advanced placement, 14
- Apprentice Teaching
Program, 16
- Athletic Academic
Counselors, 18
- Attendance, 5-6, 18-21,
(Memorandum on
Attendance, FEPC, 1982).
See also, "Model Policy
Statements," 25-29.
- Book requests to FEPC, 5
- Class rosters, 22, 23-24
- Codes, roster, 22, 23
- Collusion, 9-11. See also
"Model Policy Statements,"
25-29
- Comments on essays, 7
- Complaints, 13-14
- Conferences, 8
- Co-op, University, 3
- Dean of Students, 9, 10, 11
- Desk copies (textbooks), 3
- Diagnostic tests, 17
- Discipline Policies
Committee, 10
- "Discipline Referral for
Scholastic Dishonesty,"
10, 11
- Ditto machines, 16
- Editing services, 11
- English 306, Rhetoric and
Composition, 1, 2,
4 (grading standards),
5 (no novels),
7 (process approach)
--E306 MA (Mexican
American, 1, 2
--E306Q (for foreign
students), 1, 2
- English 307, Literature and
Composition, 1, 2
--E307 MA (Mexican
American), 2
--E307 Sp (special), 2
- English 308, Rhetoric,
Logic, and Expository
Writing, 1, 2
--E308 Engineering
Honors, 5
--E308Q (for foreign
students), 2
--E308 Rhetoric of
Popular Culture, 2
--E308 Sp (special), 2
- English 346K, Writing in
Different Disciplines, 1
- English 398T, Teaching
Writing Under Super-
vision, 13, 15
- Evaluations, teacher, 13

"Faculty Disposition of a Scholastic Dishonesty Case," 10, 11

"Faculty Guidelines for Dealing with Scholastic Dishonesty," 9-10

Failing Report form, 5, 21

Final exams, 12-13

Freshman English Office, 3, 16

Freshman English Policy Committee, 3, 14-15

Goals, freshman English, 2

Gradebooks, 3, 14

Grades and grading, 4, 6, 8, 13 (complaints).
See also "Model Policy Statements," 25-29

Grading standards, 4, 13

Handbook, 5

HMN 303/E306, Humanities, 2

ID cards, 4

Incompletes (in plagiarism cases), 9

Key, office, 3

Lab, see Writing Lab

Late papers, 5, 6. See also "Model Policy Statements," 25-29

Mailboxes, teacher, 3

Measurement and Evaluation Center (EWY 100), 14

"Mid-semester Roster," 23

New courses, 14-15

"New Program," 1

Office hours, 12. See also "Model Policy Statements," 25-29

Office key, 3

Office supplies, 16

Offices, 3

"Old Program," 1

Paper cutter, 16

Papers, 12

Parlin 3 (Writing Lab, 11, 17

Parlin 16 (Freshman English Office), 3, 16

Parlin 110 (Main English Office), 3

Parlin 116 (Undergraduate Advising Center), 16

Parlin 202 (Mailroom), 3

Parlin 212 (work room), 16

Parlin Hall, 3

Placement, see advanced placement

Plagiarism, 9-11. See also
"Model Policy Statements,"
25-29

Policy Statements, 5, 11, 13.
25-29 (model statements)

"Popular Culture," see English
308

Process approach to English
306, 7

Projectors, 16

RASSL (Reading and Study
Skills Laboratory), 11

Rathey, Dorothy, 3

Reading and Study Skills
Laboratory, see RASSL

Record players, 16

Registration, 22

Returning papers, 12

Revisions, 5, 6-8

"Rhetoric and Composition,"
see English 306

"Rhetoric, Logic, and
Expository Writing,"
see English 308

Rosters, see class rosters

Scholastic dishonesty,
see plagiarism

Screens, 16

"Squatters," 22

Tape recorders, 16

"Teaching Writing Under
Supervision," see
English 398T

Textbooks, 3, 5

Thermofax, 16

Tutors, 11

"Twelfth Day Rosters," 23

Typewriters, usually
broken, 16

Typing, 6, 16

Undergraduate Advising
Center (Parlin 116), 16

Variant courses, 14-15

Video recorders, 16

Writing Lab, 11, 17

