

FRESHMAN ENGLISH HANDBOOK

1985 Revision

Checklist of Important Policies

Read the first day memos carefully. On the first days of the term, be sure to check that every student sitting in your class is properly registered for your course. Do not allow students who are not registered for your class to remain in your section. Do not tell students who want to join your class that they have your permission to add. They can add only through the Freshman English Office.

Prepare and distribute a policy statement during the first week of class. You may not alter these policies once you distribute them to your class.

Distribute and explain "The Freshman English Statement on Scholastic Dishonesty" to your students. Copies are available in Parlin 14.

If you have any questions about a case of scholastic dishonesty or plagiarism, consult with the Director or Associate Director of Freshman English. You must follow university procedures in dealing with plagiarism, collusion, cheating, or any other forms of scholastic dishonesty.

Do not distribute student papers by leaving them in the hallways. You are contributing to the plagiarism problem if you do.

If you leave the university, even for a short period, turn in your grade book to the main office (Parlin 108). We cannot handle a grade inquiry or complaint without your grade book.

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THE UNDERGRADUATE ENGLISH
AND WRITING REQUIREMENT AT THE
UNIVERSITY OF TEXAS AT AUSTIN

Undergraduates at the University of Texas are required to earn credit for the following English courses:

- Freshman: E 306 "Rhetoric and Composition"
- Sophomore: E 316K "Masterworks of Literature"
- American
 - British
 - World
- Junior/Senior: E 346K "Writing in Different Disciplines"
- Natural Sciences
 - Social Sciences
 - Humanities
 - Business

In addition, students must take six hours of courses certified as having a substantial writing component. At least three of these hours must be upper division. Virtually all departments offer such courses, which are listed in the course schedule under the section entitled "Writing Courses."

For the 1985-86 academic year, the E 346K course is suspended. No sections will be offered.

The English Department offers one basic freshman English course and several variants. They are:

- E 306: "Rhetoric and Composition"
- E 306MA: "Rhetoric and Composition using readings reflecting the Mexican-American experience"
- E 306/HMN 303: "Composition and Readings in the Humanities"
- E 306Q: "Rhetoric and Composition for Foreign Students"

All students at the University of Texas take English 306 or one of its variants unless they have earned freshman English credit at another institution or have scored 550 or above on the ECT examination or a 4 or above on the AP examination in English Composition entitled "Language and Composition." (The "Literature and Composition" AP test may make the student eligible for credit in E 316K.)

GOALS OF THE FRESHMAN ENGLISH PROGRAM

All freshman English courses should enable the student:

1. To write and revise effectively.
2. To appreciate the complexities of the writing process. Students should understand writing not as a skill, but as a way of knowing. They should understand how to develop significant ideas, how to arrange material effectively, how to revise, and how to edit.
3. To demonstrate an analytical awareness of strategies in composing. Students should understand why people write and the strategies available for achieving particular goals. They should, in particular, learn how to assess, marshal, and use evidence in referential and persuasive writing. They should develop a systematic procedure for researching information in a major university library system.
4. To appreciate the importance of writing to particular audiences. Students should understand writing as a negotiation between writers and audiences. They should develop a sensitivity to the uses of language--to style and dialectical differences.
5. To analyze, evaluate, and comment on the writing of others with an understanding of the meaning, purposes, structure, and style of various kinds of discourse. Students should develop a wide-ranging sense of the role writing plays in their personal and professional lives.
6. To handle conventions of grammar, mechanics, and usage skillfully and correctly.

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 a Senior 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). The committee is composed of faculty members appointed by the Department Chair, the Director, and the Associate Director of Freshman English.

Course and section assignments for those teaching in the Freshman English Program are made by the Associate Chair of the Department, 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 16.
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 108. You may obtain your key to your office by getting a key permit from Ms. Rattey in Parlin 108 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 according to the schedule listed below:

August 1-21	Gregory Gym 200
August 22-30	CLOSED FOR REGISTRATION (at SEC)
September 3-27	Gregory Gym 115
September 30 - semester's end	Gregory Gym 200

ID Center hours for Faculty/Staff will be 8:30 a.m. to 4:30 p.m., Monday through Friday. Production time for the ID card should be approximately ten minutes.

However, the waiting time could be longer during peak production periods. New employees will need photo identification (driver's license, passport, old UT ID card) and a copy of their appointment form (PO-1). Verification of student status requires a paid fee receipt for the current semester. Ongoing student ID's are now multi-year and need only be validated for the current semester. Employees with a change in status will need to bring in their old ID card and a copy of their PO-2. These cards will be made free of charge. If you have any questions about these procedures, please contact the ID Center at 471-4334.

Grading Standards

It is difficult 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.

Grades given in sections of E 306 are routinely reviewed by

the Freshman English Office. In addition, every semester, the College of Liberal Arts studies the grade distributions in individual courses and publishes a "grade inflation index" for each section of a given multi-section course.

Change of Grades

If after your grade sheet has been turned in, you have decided that a student deserves a different grade than the one you have given him/her, you should obtain the approval of the Director of Freshman English. Neither the Freshman English Office nor the main English Office will issue the change of grade form to any instructor of Freshman English who has not obtained this approval. The yellow 505 form "Update of Student Academic Record" should then be completed and submitted to the Dean of the college the student is enrolled in.

First Day Memos

It is essential that you read and follow all instructions in the first day memos distributed to you every semester as classes begin. If you fail to attend to the policies or instructions in the memos, you may find yourself teaching students not registered in your courses. Or you may run up against other problems with attendance, grading policies, examination policies, and so on. Don't treat the first day materials as routine items. They are updated every term to reflect changes in university or departmental procedures.

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. In addition, several model statements appear in the appendix to this handbook. The

policy statements of assistant instructors are routinely reviewed to be sure that they are consistent with university policies.

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 Corder and Ruszkiewicz's Handbook of Current English) 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 many years ago the Freshman English Policy Committee ruled that typed papers may not be required. Most students are persuaded to type their papers 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

The Freshman English Policy Committee now requires that you incorporate drafting or revision into at least two assignments in E 306. Essay revisions can be handled in a variety of ways. (Your policy statement should clearly express your policies on revision, including how many papers may be revised, and how grades on revised work will be calculated.) However, the Freshman Office recommends a procedure by which your students are required to prepare drafts for every essay they write. This process-oriented approach is described in more detail in the E 306 syllabus (1985 edition).

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 trouble. 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 16. The Freshman Office also has its own statement on "Scholastic Dishonesty" which you may distribute to your classes. Copies are available in 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 penalize students for plagiarism or collusion without following the procedures described in "Faculty Guidelines for Dealing With Scholastic Dishonesty":

- 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 in to |
| 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 teachers

should be referred to the Freshman English Writing Lab or to the Learning Skills Center. 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; the LSC 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.

At the end of the term, students have a right to see their work. You should hold on to exams, assignments, or papers you do not return to students for one long semester. 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. Papers left in hallways are routinely stolen and "recirculated" in subsequent E 306 classes.

Use of Student Papers in the Classroom

A 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

The Freshman English Policy Committee requires assistant instructors to give a three-hour final examination at the the regularly-scheduled time in all sections of E 306. You should announce this policy to your students on the first day of classes, especially in the fall term, so that they adjust their end-of-the-semester schedules to your examination. The final may not, by university regulations, be given during a regular class period.

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.)

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 meet with the instructor and discuss the problem. Complaints that are unresolved in the freshman office go on next

to the Chair of the English Department, then to the Dean of Liberal Arts, 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 108) so that we can handle grade inquiries in your absence.

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 will be taught for two years. Under normal circumstances, you will 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 E 398T, a graduate course in teaching composition, during their first term as instructors of E 306. 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 E 398T equivalent waived.

The subject matter of E 398T is both theoretical and practical. Students are introduced to contemporary rhetorical theory and given specific advice about handling their E 306 classes.

Apprentice Teaching Program

Teaching Assistants (TA's) 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 (AI's), TA's are not given full classroom responsibility. Instead, they work in the Writing Lab

or are apprenticed to experienced instructors in E 306 or E 316K until they attain AI status.

SERVICES AVAILABLE IN THE DEPARTMENT OF ENGLISH

The staff in the main English Office (Parlin 108) will type and reproduce 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 E 398T 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. 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. A copy of Richard Lanham's Revising Prose Videotape is available for classroom use. Check with Don in Parlin 16. Videocassettes recorded at other speeds may be viewed by classes in Parlin 6, which is reserved through Parlin 108.

THE WRITING LAB

The Writing Lab is a referral or walk-in facility located in Parlin 3 designed to help students in composition courses. (Check Lab door for hours.) 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.

The computer component of the Writing Lab located in ACA 10 is supervised by Professor Jerome Bump. You should see him or his assistant if you are interested in working with the computers, developing and testing software.

A P P E N D I C E S

I. 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 freshmen), 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 Sipiore
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 attendance 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 excessive absences or who are doing D or F work. These forms 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.

ABSENCE OR FAILING REPORT		Date of Report
<p>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.</p> <p>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.</p>		9/13/85
<p>Student College Code from Class Roster</p>		2
<p>Course Abbrev./No. and Unique No.</p>		E 306 30330
<p>Instructor's Reason(s) for Report</p>		
<p><input checked="" type="checkbox"/> Excessive Absences</p>		
<p>No. of Times:</p>		4
<p>Date (or period):</p>		since September 3
<p><input type="checkbox"/> Peer Academic Performance</p>		
<p><input type="checkbox"/> Failing</p>		
<p><input type="checkbox"/> Passing, but marginally (Grade of _____)</p>		
<p><input type="checkbox"/> Comment/Suggestions:</p>		drop course
<p>Student Ident. No. [REDACTED]</p>		
<p>Student Name: Last First Middle</p>		
<p>Paralapsis Polly C.</p>		
<p>Address:</p>		
<p>City:</p>		
<p>State:</p>		
<p>By Instructor: Benjamin E. Factor</p>		
<p>Office No. Paclin 108</p>		Phone 471-4991
<p>Student Notified-Date</p>		
<p>Dean</p>		
<p>College/School</p>		

Student's Copy

II. 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

(This policy remains in effect.)

III. 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:

09/07/85 THE UNIVERSITY OF TEXAS AT AUSTIN
ALPHABETICAL CLASS ROSTER
FALL SEMESTER 1985

PAGE 1

E 306 30220
RHETORIC & COMPOSITION

NAME OF STUDENT	COL/ MAJ ADV SCHL	STUDENT NUMBER	LINE NO.	GRADE	STATUS CODE/DATE	REMARKS
			0001		09/05	
			0002		08/24	
			0003		08/24	
			0004		08/27	
			0005		08/24	
			0006		08/24	
			0007		08/24	
			0008		08/24	
			0009		08/24	
			0010		08/24	
			0011		08/24	
			0012		08/24	
			0013		08/24	
			0014		09/05	
			0015		08/24	
			0016		08/24	
			0017		08/24	
			0018	Z	08/24	PASS-FAIL
			0019		08/24	
			0020		08/24	
			0021		08/24	
			0022		08/24	
			0023		09/05	

IV. MODEL POLICY STATEMENTS

Policy Statement for E 306

E 306 Rhetoric and Composition
<Name of instructor>
<Class times>
<Classroom>

Office:
Office Hrs.:
Unique #:

Course Work and Grading

The purposes of this course are:

1. to examine the aims and modes of discourse,
2. to explore your habits and process of composing,
3. most importantly, to improve your writing.

You will have eight or nine major writing assignments, and several minor ones. Most assignments will be about 500-600 words in length; the research paper will be roughly 1200-1500 words. At least two papers will be done in class, one of them during the three-hour final exam period. Everyone will be required to take the final exam at the scheduled time. (See your course schedule for the final examination schedule.)

You will be required to prepare complete drafts for every major writing assignment (excluding the in-class essays). I will review these preliminary drafts and comment on them, as will your colleagues in the course. You'll also be expected occasionally to put portions of your draft material on the board for scrutiny and suggestions. You may write and submit more than one draft of any essay, but the amount of commentary you will receive from me will diminish with each subsequent version.

To pass the course, you must turn in on time first drafts for every assignment, including the research paper. These drafts will not be graded, but their completion is a course requirement. You should keep all of your drafts, notes, and papers in a folder. Make copies of all important materials. If you cannot produce the materials you used in preparing a paper--including all drafts, notes, and notecards (when relevant)--you may fail that paper.

Draft essays will be due at regular intervals throughout the semester. Final versions of your papers, however, will not be due until roughly the midterm for the first set of essays and the end of the course for the second set. Exact due dates will be announced in class. You will not, however, have to turn in a final version for every draft essay you write. For example, if by mid-semester I have assigned four draft essays, I will

probably require final versions of only three of those drafts. It will be up to you to decide which drafts are promising enough to revise and which you might most profitably abandon. Everyone, however, will prepare a final version of the research paper.

While drafts will not carry a letter grade, my comments and the remarks of your classmates should give you a clear idea of how much revision a given paper needs. If you are uncertain about your class standing at any point in the course, or want some assessment of the grading range within which your draft essays are falling, please see me during my office hours, or make an appointment. I will have a conference with you midway through the semester to discuss your work.

Your grade for the course will be based on the final versions of your essays, your research paper (which counts as two regular papers), and the in-class essays.

Your grade will be calculated in this way:

Final essay #1	For example,	B- = 82
Final essay #2		B+ = 88
Final essay #3		C = 75
Final essay #4		A- = 92
In-class essay		D = 65
Final essay #5		B- = 82
Final essay #6		C+ = 78
In-class final		B = 85
Research paper (counts twice)		2(A) = 195
Total		<u>837</u>

Total + 10 = Grade

837 + 10 = 83.7 (B-)

Class participation, attendance, late papers, and so forth, may have a bearing on your grade. (See below.)

Letter grades assigned will have the following numerical values:

A+ / 98	B+ / 88	C+ / 78	D+ / 68
-----	-----	-----	-----
A / 95	B / 85	C / 75	D / 65
-----	-----	-----	-----
A- / 92	B- / 82	C- / 72	D- / 62

F = 0 - 59

Paper or assignment not turned in: 0

You may turn in a final version of any essay prior to its due date. However, once you declare that a paper is finished by

handing it in, you may not revise it again. In effect, you will determine when a paper is good enough to be graded. The final versions of your essays will receive a letter grade, but little or no commentary since you will have received comments, criticism, and advice on all your drafts. However, your final papers should contain revisions and improvements that go beyond the individual comments you have received on your drafts from me or your classmates. Neither I nor your classmates can be responsible for making your paper a success or even for pointing out all its minor mechanical errors. You alone are responsible for the quality of your final essays. If you insist on marginal or final comments on your graded essays, I will grade the version I marked: your draft.

Format of Drafts and Final Essays

All drafts must follow the format on the attached sheet. Drafts (and final versions) may be typed or handwritten, but in either case they must be clipped or stapled, double-spaced, legible, paginated, and must have ample margins. Drafts that do not meet these criteria will be returned.

Textbooks

The St. Martin's Guide to Writing (Axelrod/Cooper)
Handbook of Current English (Corder/Ruszkiewicz)

You are responsible for all reading assignments. Pop quizzes may be given on any day on any reading assignment. Scores on pop quizzes may be used in determining borderline grades.

Attendance

You are expected to attend class daily and to participate in all in-class editing, revising, and discussion. If you are absent on the day a draft or final essay is due, or an in-class assignment or quiz is given, you must satisfy me that your absence was excusable to forestall a reduction in your grade. Absences in excess of four are grounds for failure in the course.

Late Assignments and Drafts

You will be required to hand in draft essays on specific dates. Failure to do so may result in a lowering of your final grade. Repeated neglect of draft assignments will result in a substantial penalty in your final grade.

Plagiarism

Turning in work that is not your own or any other form of scholastic dishonesty will result in an "F" for the entire course. Be sure you read and understand the Freshman English

Statement on Scholastic Dishonesty. If you have any questions about that statement, ask me. If you have any questions about the use you are making of source material, see me before turning in the assignment in question. Do not use editing services other than those offered by the Freshman English Writing Lab (Parlin 3) or the Learning Skills Center.

Policy Statement for E 306

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

Required Texts: Guth, *New Concise Handbook*
Kinneavy et al., *Writing in the Liberal Arts Tradition*
Kennedy and Kennedy, *The Bedford Reader*, 2nd ed.

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)

- Participation - 10% (includes peer editing, conferencing, attendance and class discussion)
- Composition - 75% (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 shorter essays.

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 (65-75), 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 8 1/2 X 11 paper.

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.

V. POLICY STATEMENT REGARDING PHOTOCOPYING COPYRIGHTED MATERIALS

It is the policy of The University of Texas System and its component institutions to adhere to the requirements of the United States Copyright Law of 1976, including ensuring that the bounds of copying permissible under the fair use doctrine are not exceeded. Accordingly, all faculty and staff of The University of Texas System and its component institutions should adhere to the following policy guidelines:

1. Only copyrighted materials are subject to the restrictions in this Policy Statement. Uncopyrighted materials may be copied freely and without restriction. Published copyrighted materials may be recognized by the presence of a copyright notice on or near the beginning of the materials in a form such as one of the following:

"Copyright 1983 by John Doe"

"Copr. 1983 by Jane Doe"

"© 1983 by XYZ, Inc."

2. Copyrighted materials may be copied without the copyright owner's permission only to the extent permitted by the Guidelines set forth in Appendix I. In rare cases, copying not within the Guidelines of Appendix I may nevertheless constitute fair use; however, before proceeding on that assumption, the appropriate administrative office of the component institution should request the advice of the Office of General Counsel.

3. In order to copy materials that are beyond the bounds of the Guidelines in Appendix I, permission must be obtained from the copyright owner. The information in Appendix II may be helpful in obtaining such permission.

4. When permissible under State law and procedures, The University of Texas System will arrange for the defense of any faculty or staff member against charges of copyright infringement for any copying: (a) that is within the Guidelines of Appendix I, (b) as to which the permission of the copyright owner has been obtained, or (c) as to which the Office of General Counsel has issued a written opinion as to the permissibility thereof. Otherwise, the faculty or staff member will be personally responsible for the defense of an action for copyright infringement.

5. Component institutions shall be responsible for posting notices reflecting this policy at photocopying stations having a relatively high likelihood of being used for reproducing

copyrighted materials, e.g., departmental copy rooms and libraries.

6. For educational uses of music, the guidelines set forth in the legislative history of § 107 of the Copyright Law are generally applicable. With respect to emergency copying permitted under those guidelines, special implementing details are set forth in Section III of the Appendix I Guidelines.

APPENDIX I

Guidelines

I. SINGLE COPYING:

A single copy may be made of any of the following or any part thereof by or for any faculty or staff member at his or her individual request:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. MULTIPLE COPIES FOR CLASSROOM USE:

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the faculty giving the course for classroom use or discussion, provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and
- B. Meets the cumulative effect test as defined below; and
- C. Each copy includes a notice of copyright.

Brevity:

i. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) an excerpt of not more than 250 words from a longer poem.

ii. Prose: (a) All or any portion of a complete article, story or essay of 2,500 words or less; (b) an excerpt from any prose work of more than 2,500 words, which excerpt may be up to 500 words or 10% of the work, but not exceeding 1,000 words. Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

iii. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

iv. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding, such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity:

i. The copying is at the instance and inspiration of the individual teacher, and

ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

i. The copying of the material is for only one course in the school in which the copies are made.

ii. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

iii. There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. EMERGENCY COPYING OF MUSIC

In rare instances it is recognized that inadequate numbers of purchased copies of a given copyrighted musical work are available for a performance. In such unusual circumstances it is permissible to make enough copies to satisfactorily give the performance.

However, it is System policy that an immediate order for the purchase of replacement copies is to be placed on a one for one basis and all reproduced copies of the musical work are to be destroyed upon receipt of the ordered copies.

Any other methods of calculating the number of replacement copies to be ordered, such as an inventory taken after the performance, is unacceptable.

It is expected that staff and faculty routinely involved with performances will emphasize planning procedures so as to avoid use of emergency copying on a routine basis.

IV. PROHIBITIONS AS TO I THROUGH III ABOVE:

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. A prohibited replacement or substitution occurs regardless of whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

C. Copying shall not:

- a. substitute for the purchase of books, publisher's reprints or periodicals;
- b. be directed by higher authority;
- c. be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of the photocopying.

APPENDIX II

Permissions

A. Obtaining permission by Letter Request

When multiple photocopying of copyrighted material is not within the Guidelines it is required that staff or faculty members request permission. Communication of complete and accurate information to the copyright owner will facilitate the request. Although alternatives may be acceptable, the Association of American Publishers suggests that the following information be included to expedite the process.

1) Title, author and/or editor, and edition of materials to be duplicated; 2) Exact material to be used, giving amount, page numbers, chapters and, if possible, a photocopy of the material; 3) Number of copies to be made; 4) Use to be made of duplicated materials; 5) Form of distribution (classroom, newsletter, etc.); 6) Whether the material is to be sold; and 7) Type of reprint (ditto, photocopy, offset, typeset).

The request should be sent, together with a self addressed return envelope, to the permissions department of the publisher in question. If the address of the publisher does not appear at the front of the material, it may be obtained from The Literary Marketplace (for books) or Ulrich's International Periodicals (for journals), both published by the R. R. Bowker Company. For

purposes of proof, and to define the scope of the permission, it is important that the permission be in writing.

The process of considering permission requests requires time for the publisher to check the status and ownership of rights and related matters, and to evaluate the request. It is advisable, therefore, to allow sufficient lead time. In some instances the publisher may assess a fee for permission, which may either be passed on to students who receive copies of the photocopied material or be paid by the requesting component as an ordinary expense.

B. Sample Letter Requesting Permission to Copy

Material Permissions Department
Hypothetical Book Company
500 East Avenue
Chicago, IL 60601

Dear Sir/Madam:

I would like permission to copy the following:

Title: Knowledge of Good, Second Edition

Copyright: Hypothetical Book Co., 1965, 1971.

Author: Frances Jones

Material to be duplicated: Chapter 10 (photocopy enclosed).

Number of copies: 50

Distribution: The material will be distributed to students in my class and they will pay only the cost of the photocopying.

Type of reprint: Photocopy

Use: The chapter will be used as supplementary teaching materials.

I have enclosed a self-addressed envelope for your convenience in replying to this request.

Sincerely,

Faculty Member

C. Obtaining Permission By Telephone

If occasional time exigencies obviate the usefulness of the prior request letter, then the infrequent use of telephone permissions is acceptable. These must be supported by a follow-up permission letter from the copyright proprietor.

VI. FRESHMAN ENGLISH STATEMENT ON
SCHOLASTIC DISHONESTY

The writing you do in Freshman English courses must be your own. The English Department will not tolerate either plagiarism or collusion.

Plagiarism

The General Information Catalogue of The University of Texas defines plagiarism as:

. . . the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work offered for credit.

You commit plagiarism if you

1. Fail to acknowledge the sources of any information in your paper which is not either common knowledge* or personal knowledge. You can acknowledge a source through in-text citations, attribution lines ("E. B. White observes in 'Once More to the Lake'. . ."), footnotes, or other forms of documentation approved by your instructor.

(*Common knowledge is the basic information within a field or discipline, as well as most historical dates and facts, and many ordinary observations. Even if you used a reference book to discover the dates of George Washington's presidency, for example, you would not have to acknowledge the source since those dates fall into the range of historical common knowledge. If you borrowed material that interpreted or commented on Washington's presidency, you would be expected to cite your source.)

2. Fail to acknowledge direct quotation either by using quotation marks or (for longer passages) indention. Without the quotation marks or indention, a passage copied directly from a source might be considered plagiarized even if it were followed by an in-text citation or a footnote. The citation or footnote acknowledges that you have a source, but it does not indicate that you have borrowed someone else's exact words. If you use the language of a source, word-for-word, you must use quotation marks or block indention:

White observes that, "This was the American family at play, escaping the city heat. . . ."

or

White observes that

This was the American family at play, escaping the city heat, wondering whether the newcomers in the camp. . .

Freshman English Statement on Scholastic Dishonesty

You commit plagiarism if you

- 3. Merely paraphrase the original words of your source. Some students think that they can avoid a charge of plagiarism by changing a few words in each sentence they copy, or by rearranging the shape of phrases, or the order of sentences in a paragraph. This is not true. When you take notes, you must be careful to put ideas in your own words, or to use direct quotation when you are relying on phrases borrowed directly from a source.
- 4. Borrow the ideas, examples, or structure of your source without acknowledging it. You can be guilty of plagiarism if you systematically borrow the ideas and organization of a source even if the language of your piece is substantially original. A student who, for example, reports on a major news event by using exactly the same ideas in the same order as they appear in an article in Time or Newsweek might be accused of plagiarism. (see Appendix A)
- 5. Take, buy, or receive a paper written by someone else and present it as your own.
- 6. Use one paper for two different courses, or re-use a paper previously submitted for credit, without the prior approval of the instructor or instructors.

Collusion

The General Information Catalogue defines collusion as:

. . . the unauthorized collaboration with another person in preparing written work offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

You commit collusion if you

- 1. Allow someone else to write your papers.
- 2. Allow someone else to edit your papers, without your instructor's knowledge or permission. In recent years more and more students have resorted to private editing and tutoring services to help them through their freshman writing courses. While it is appropriate for tutors to counsel students in a general way and to comment on the problems in a specific paper, it is scholastically dishonest for students to employ tutors to correct, edit, or modify essays in any substantive fashion. The same reservations and restrictions apply, within reason, to any outside assistance you may receive from a parent, friend, roommate, or academic tutor. Any changes, deletions, rearrangements, additions, or corrections made in your essays should represent your own work. (see Appendix B)

If you need assistance in a freshman course beyond that which your teacher can offer in class or in conference, you can use either the English Department Writing Lab in Parlin 3 or LSC (Learning Skills Center). Tutors in both these

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facilities are trained to comment on essays and to offer advice without editing or rewriting papers. The English Department Writing Lab is free; LSC offers both paid and free tutoring services.

Penalties

If you have any questions or doubts about the way you are employing sources in a given paper, consult your instructor before handing it in. For additional explanations and examples of proper and improper documentation, see the attached appendices, the library handout entitled "Using the Library for Research," or your rhetoric textbooks:

The penalties for plagiarism can be severe. In all demonstrable cases of plagiarism, the Freshman English Office recommends that its instructors fail the student for the entire course, not just for the paper. However, the penalty in a given case is at the discretion of the individual instructor. Your instructor must discuss any charge of scholastic dishonesty directly with you, and inform you of your right to a hearing before a designated University official and your right to appeal to the Dean of Students Office. In most cases, however, plagiarism cases are handled between students and teachers, or in the Freshman English Office.

APPENDIX A: On Quoting and Paraphrasing

If you begin with a selection such as this one:

At the upper end of the hall, above the fireplace, but near it, stood the scaffold, twelve feet square and two feet and a half high. It was covered with black cloth; a low rail ran round it covered with black cloth also, and the Sheriff's guard of halberdiers were ranged on the floor below on the four sides to keep off the crowd. On the scaffold was the block, black like the rest; a square black cushion was placed behind it, and behind the cushion a black chair; on the right were two other chairs for the Earls. The axe leant against the rail, and two masked figures stood like mutes on either side at the back. The Queen of Scots as she swept in seemed as if coming to take part in some solemn pageant (Froude 33).

(The article as listed on the "Works Cited" page.)

Froude, James Anthony. "The Execution of Queen Mary." In The Bedford Reader. Ed. X.J. Kennedy and Dorothy M. Kennedy. New York, St. Martin's Press, 1982.

--you can quote directly from it, using appropriate citations and quotation marks or (when the quotation is long) indentation.

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Example 1.

James Anthony Froude describes the hall where Mary would be executed: "At the upper end of the hall, above the fireplace, but near it, stood the scaffold, twelve feet square and two feet and a half high. It was covered with black cloth; a low rail ran round it covered with black cloth also, and the Sheriff's guard of halberdiers were ranged on the floor below on the four sides to keep off the crowd" (33).

--you can report the information in your own words, acknowledging Froude as your source and using an in-text citation to indicate the location of the passage.

Example 2.

Froude (33), for instance, describes the scaffold where Mary would die, a black-draped platform twelve feet square. Two executioners stood near it, awaiting the entrance of the queen. On the scaffold were only a few objects, a cushion, three chairs, and the menacing block--all in solemn black.

--but you cannot simply change a few words or phrases and call the material your own, even if you acknowledge a source. The following passage based on Froude's original would be considered plagiarism--with or without an in-text citation or footnote.

Example 3.

At the upper end of the big room, above the hearth, but close to it, stood the scaffold, three yards square and two and a half feet tall. It was covered with a black drape; a low railing ran round it covered with black material too, and the Sheriff's men with halberds were positioned on the floor below on the four sides to keep the spectators away.

--nor can you call the work your own if you change the language in the original passage but closely follow its organization, ideas, and examples. Most teachers would consider the following passage too much like Froude's original to be considered acceptable as a student's work. Compare this version in which the student merely repeats Froude's ideas in the order he presents them to example 2 where the student summarizes the passage, reordering and rethinking it:

Example 4.

The scaffold, twelve feet by twelve feet, and two and a half feet high, was erected at the upper end of the room, close to but above the hearth. Draped in black the scaffold was surrounded by a small railing also covered with black cloth. To prevent the crowd from getting too close, the Sheriff's guard were marshalled around the scaffold. The block itself was on the scaffold, in black. Behind

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it was a black cushion and behind it three black chairs, one for Mary and the two others for the Earls. Against the wall could be seen an ax and the two silent executioners on either side at the back of the scaffold. Into this room, Mary Queen of Scots entered as if attending part of a solemn parade (Froude 33).

APPENDIX B: On Allowable Tutoring

The Freshman English Statement on Scholastic Dishonesty says that "corrections made in your essays should be your own work." This means your readers can tell you the kinds of errors you make, but cannot correct them for you. Here are two examples:

- 1. An example of the editing you may not have done for you:

Lyndon Baines Johnson was the first President of the United States, born and reared in Texas. He climaxed a political career that spanned four decades when he took the office of President in 1963. Lyndon Johnson believed that "if you try hard enough you can do anything." Despite ~~believing in self-initiative~~ Lyndon Johnson's meteoric rise to political success was characterized by promotions and endorsements from many powerful men in the establishment. This is not to say that Johnson did not play a large part in his own political advancement, but that he did so by using connections, an uncanny ability to ^{manipulate} mess with people and a very questionable election, to rise to the peak of political success in America.

Although he professed faith in self-initiative, Lyndon Johnson rose to political success on the promotions and endorsements of many. . .

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2. An example of the tutoring you may have done:

sp Lyndon Baines Johnson was the first President of the
x x United States, born and reared in Texas. He climaxed, a
 political career that spanned four decades when he took the
x office of President in 1963. Lyndon Johnson believed, that
x "if you try hard enough you can do anything". Despite
 believing in self-initiative Lyndon Johnson's meteoric
sp rise to political success was characterized by promotions
 and endorsements from many powerful men in the establishment.
x This is not to say that Johnson did not play, a large part in his
 own political advancement, but that he did so by using
sp sp connections, an uncanny ability to mess with people and *better word?*
sp a very questionable election, to rise to the peak of political
 success in America.

dangling
modifier.
Rephrase?

Note that you have two consistent problems:

- 1) *spelling of words with double letters (or doubling single letters), and*
- 2) *insertion of unnecessary commas between the verb and its object (see Guth, p. 108).*

I have read and understood all portions of The Freshman English Statement on Scholastic Dishonesty.

Signature _____

Name Printed _____

Date _____

Course & Unique Number _____

Instructor _____

