**Faculty Handbook**

***Writing and Rhetoric Program***

***Department of English***

**Florida International University**

****

*Last Updated:* August 2022

**Administration**

*Dr. Kimberly Harrison*

Title: Director, Writing and Rhetoric Programs

Email: harrisok@fiu.edu

Phone: 305-919-5875, BBC

Phone: 305-348-3035, MMC

*Dr. Justin Grant*

Title: Associate Director, Writing and Rhetoric Program, MMC

Email: jugrant@fiu.edu

Phone: 305-348-2874

*Cindy Chinelly*

Title: Associate Director, Writing and Rhetoric Program, BBC

Email: chinelly@fiu.edu

Phone: 305-919-5784

*Cayce Wicks*

Title: Associate Director and Ombudsperson, Writing and Rhetoric Program, MMC

Student Success Coordinator, English Department

Email: cwicks@fiu.edu

Phone: 305-348-2874

*Maheba Pedroso*

Title: Director of the Certificate in Public and Professional Writing

Email: pedrosom@fiu.edu

Phone: 305-348-3633

*Dr. Ming Fang*

Title: Multilingual Specialist

Email: mifang@fiu.edu

Phone: 305-348-4584

*Dr. Jacqueline Amorim*

Title: FYW Online Teaching Success Coordinator

Email: jamorim@fiu.edu

Phone: 305-348-2874

*Christine Gregory*

Title: Director of the Digital Writing Studio

Email: cgregory@fiu.edu

Phone: 305-348-4587

*Gretter Machin*

Title: Office Manager*,* MMC

Email: maching@fiu.edu

Phone: 305-348-2993

*Jimmy De La Terga*

Title: Writing and Rhetoric Program Office Specialist, MMC

Email: jdelater@fiu.edu

Phone: 305-348-2874

*Marta Lee*

Title: Office Associate, BBC

Email: leem@fiu.edu

Phone: 305-919-5857

**Table of Contents**

*Writing & Rhetoric Program Pedagogical Priorities       pg. 5*

*Classroom Policies and Procedures pg. 6*

*Program Policies pg. 7*

*University Policies and Grades pg. 8*

*Components of a Course Syllabus pg. 12*

*Student Rights and Conflict Resolution                                   pg. 15*

 *Academic Misconduct and Plagiarism Procedures pg. 16*

 *Student Behavior Issues pg. 18*

*Faculty and Student Resources                                                pg. 19*

*Professional Development                                                 pg. 21*

*Technology                             pg. 23*

*Note: Please be sure to review the FIU faculty handbook which contains necessary information for all faculty regardless of department:*[FIU Faculty Handbook](https://academic.fiu.edu/docs/Faculty_Handbook.pdf)

**Writing & Rhetoric Program Pedagogical Priorities**

Program faculty collectively wrote and approved the following principles that we agree should guide writing instruction throughout our curriculum. These principles are rooted in composition and education theory and support students in cultivating a view of themselves as lifelong learners and as writers, both in and outside of the classroom.

In our writing classes, we focus on the following:

* Cultivating a growth mindset, a culture of risk-taking and viewing failure as opportunity for learning
* Taking a strengths-based approach, including valuing and using diversity as a strength
* Creating a classroom culture of acceptance, kindness, and respect to encourage a strong sense of belonging
* Encouraging intrinsic motivation, through pursuit of student autonomy, mastery, and purpose
* Promoting self-efficacy
* Facilitating collaboration
* Utilizing project-based learning
* Preparing students for changing workplace (divergent thinking)
* Valuing responsible writing and informed citizenry
* Promoting positive/productive disposition toward writing as a craft, as a process of discovery, as a thinking tool, and as a socially situated practice
* Rewarding process, not just product
* Prompting meta-awareness and reflective practice
* Providing sufficient professional development for all instructors

**Classroom Policies and Procedures**

In this section, you’ll find details about your responsibilities as writing and rhetoric faculty at FIU and important classroom policies and logistics.

**Summary of Instructor Responsibilities.**

If you are teaching ENC courses at FIU, please be sure to do the following:

 1. Check and respond to email regularly, at least once per *24 hours* during the work week.

 2. Return graded assignments to students within two weeks.

 3. Hold weekly office hours. Notify students when and where you will meet them.

Because of a lack of office space, we currently ask adjunct faculty to hold 1.5 hours a week. Most adjunct faculty meet students either via Zoom or in the library or coffee shop spaces.

 4. Provide students a syllabus during the first day of class. The syllabus must reflect

 university and program guidelines and should be submitted to OneDrive before

 the semester begins.

 5.       Provide students with clearly written assignment sheets and grading rubrics for all major

assignments.

 6.       Each semester, attend a minimum of *one* professional development workshop offered by

the Writing & Rhetoric program.

 7.       Attend every class. Notify Program administration if an emergency prevents you from

meeting a class.

 8.       Enter progress reports and midterm grades.

 9.       Post grades and feedback on Canvas so students can keep track of their course

performance.

**Responsibilities for TAs Serving as Secondary Instructors.**

1. If you’re a TA assigned to teach a class on your own and have not yet been credentialed to teach ENC 1101/ENC 1102, your class section will be assigned a primary instructor—either Dr. Kimberly Harrison, Dr. Justin Grant, or Professor Cindy Chinelly. Primary instructors serve an administrative/credentialing function only. The TA, or secondary instructor, has responsibility for teaching the class.
2. Secondary instructors should inform their students at the beginning of the semester that they are the instructor. Secondary instructors should also inform their students that they should not evaluate the primary instructor in the SPOT Survey.
3. Secondary Instructors should enter their final grades and set them “ready to review” in PantherSoft by 5pm EST on the assigned academic calendar deadline. Primary instructors will formally submit secondary instructor grades.

**Program Policies**

Program faculty have collectively drafted guidance on common course policies including policies on attendance and late work. It is important that you are familiar with the material below.

**Attendance in ENC courses.** Since composition classes are active learning environments in which students write and participate collaboratively, attendance is important for student success. Instructors should structure their courses so that the writing process, participation, collaborative work, in class work, and homework factor into the course grade. Students do not fail their writing course solely for attendance.

**Late Work.** Writing courses are sequenced for assignments to build upon one another. Therefore, it is important that students submit their work in a timely manner to enhance their learning. If students are facing extenuating circumstances, they should be encouraged to contact their instructor as soon as possible to discuss their deadline and late work penalty. For major writing projects, instructors are encouraged to create a late work policy that upholds course standards while supporting student success.

**Assignment Sheets.** It is Program and Gordon Rule policy that instructors provide students with written assignment sheets and accompanying grading rubrics for all major writing projects. These assignment sheets should be posted on your Canvas site. Clear, meaningful assignments often lead to insightful responses and student investment.

**Canvas.** The Program requires faculty to use a class management system to post syllabi, assignments, unit plans, resources, grades, and announcements.  All face-to-face, online, and hybrid classes will use Canvas.  To request a Canvas shell, visit [FIU eCampus](https://ecampus.fiu.edu/) and go to “Course Maintenance.”

**Overrides.** Often students will ask faculty to allow them to register for a course that has already met its enrollment cap. This is called an override request. Except in extreme cases, the Program does not grant overrides due to the writing-intensive and workshop nature of ENC courses. Faculty should explain to students that because of this nature of the course, they are not able to allow overrides. If the student persists or if you feel that the request represents a special circumstance, please have the student email program administration or the department associate chair.

**University Policies and Grades**

In this section, you’ll find university policies and grading procedures. It is important that you are familiar with the material below.

**University Core Curriculum Requirement.** To fulfill UCC Gordon Rule requirements for ENC classes, students must demonstrate college-level writing skills by completing all major writing projects and receive at least a **C** in the class. To meet this requirement, students should complete writing projects for a variety of audiences and purposes by following a multi-stage prewriting, writing, and revising process. UCC Gordon Rule requirements must provide written assignment sheets and grading criteria for each major writing assignment.

**Class Rosters.** Class rosters can be viewed under the faculty tab via [my.fiu.edu](https://my.fiu.edu/). After signing in with your Panther ID and password, the Faculty Center link will take you to current semester information. The information displayed is specifically linked to your individual Panther ID.

Please note that all faculty members, including adjunct faculty, have access to view their class rosters. However, access to a class roster is available only if your department has assigned you to that specific class within PantherSoft.

**Grades.** The following table provides the grades and numeric values that comprise the standard grading system:

|  |  |
| --- | --- |
| **Grade** | **Points Per Credit Hour** |
| **A** | 4.00 |
| **A-** | 3.67 |
| **B+** | 3.33 |
| **B** | 3.00 |
| **B-** | 2.67 |
| **C+** | 2.33 |
| **C** | 2.00 |
| **D** | 1.00 |
| **F** | 0.00 |

In Fall 2016 the Faculty Senate approved changes to the grading system, eliminating the grade of “C-,” which was a failing grade for core courses. The elimination of the “C-” grade was done to reduce student confusion about what constitutes a passing grade, align the grading scale with majors that require students to earn a minimum grade of “C” in prerequisite courses **(ie, ENC 1101/1102)**, and minimize barriers to graduation.

Since this grading scale does not include percentages, faculty should use professional judgment to determine percentages relative to letter grades and are encouraged to discuss the implications of this change with their colleagues and Program Directors. The [Center for the Advancement of Teaching](https://cat.fiu.edu/) remains a resource for faculty who have questions or seek recommendations.

**F Grade.** When entering a grade of F for a student in PantherSoft, instructors must use the Attendance Option for 60% Stop Date drop down menu in order to select when the student stopped attending the class. The 60% Date is listed in the column’s heading.

**FO Grade.** An F0 grade denotes that a student never attended the course. When entering a grade of F0 for a student in PantherSoft, the Attendance Option for 60% Stop Date is automatically set to *Never Attended*.

**NC Grade.** The Faculty Senate approved an NC grade that became effective Fall 2016. NC indicates that a student received no credit for a class. The grade will appear on the student’s transcript, but the grade will have no impact on a student’s GPA. The Faculty Senate approved this action to minimize the permanent impact on GPA’s that students have as they transition to their university experiences.

New first-year students will be eligible to receive this grade under the following conditions:

1. *The student earned a D or an F grade in a UCC (ENC 1101/1102) course* during his or her first three terms as an active student.

2. The Office of the Registrar can provide a student with only two NC grades per term— and only four NC grades for the entire undergraduate careers.

The Office of the Registrar will assign NC grades automatically based on the above conditions. However, when a student earns more grades eligible for NC than the Office of the Registrar can assign for any given term or for the student’s career, then they will replace F grades before D grades. Through their advisors, students can submit formal requests to restore D grades that the Office of the Registrar replaced with NC.

**Incompletes.** An incomplete should only be given to a student who has successfully completed at least half of the course work and is passing the class. An incomplete grade “I” is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible but no later than two consecutive semesters after the initial taking of the course or it will automatically default to an “F” grade. There is no extension of the two semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines it is appropriate to award a student a grade of “I” the following must be entered into PantherSoft:

1. The grade earned by the student to date.

2. The missing work and the percentage of the final grade it represents (this requires

the details of the specific missing assignment).

3. The date the instructor expects the missing work to be submitted.

4. The justification for awarding the grade of “I”.

Through email, the course instructor should outline the above information to the student and to the program director.

Once the student satisfies the requirements for a grade, the instructor can use the Online Grade Change Process to update the student’s grade; you can find instructions for managing grades on the Registrar’s web page under the Faculty & Staff Manuals heading.

**Late Drops.** In extraordinary circumstances beyond the students’ control, students can drop a course (with a DR/W grade and fee liability) after the eleventh week of the term. Under such circumstances, the student must submit a Petition for Late Drop to the OneStop; please note that students can submit petition forms and all supporting documentation via the “upload documents” functionality in the my.fiu.edu portal. Specific enrollment dates including deadlines can be found on the [One Stop Academic Calendar](https://onestop.fiu.edu/academic-calendar/). Students who do not exercise their right to drop by that point should be prepared to receive the grade they have earned.

**Student Enrollment.** If a student’s name does not appear on your grade roll, notify the student so that he/she can contact the Office of the Registrar. If a student appears on your roll but has attended no class sessions, you can assign that student an F0 grade.

**Leaving the University.** If you are leaving the University, please ensure that the program has contact information in the event grade disputes need to be resolved. If so, provide a Program Director with details regarding any outstanding incomplete grades.

**Mid-Semester Grades.** As a means to optimize a student’s likelihood of success, faculty members must provide students with significant feedback and a clear sense of their performance in each class. To ensure that students receive this feedback with sufficient time to improve their overall grade or modify their enrollment, the Office of the Provost requests that faculty members teaching UCC Gordon Rule classes **(ie, ENC 1101/1102)** to enter a “Mid-Semester Grade” in the Canvas gradebook.

**Progress Reports.** To provide support for students who are struggling academically, faculty should submit progress reports to the Panther Success Network in myFIU. These progress reports will report concerns to each student's success team, including their Academic Advisor and College Life Coach.  [Tutorial for using the Panther Success Network](https://acs.fiu.edu/online-tools/panther-success-network/faculty-tutorials/index.html)

**Changing Grades.** Once submitted, end-of-semester grades, apart from incompletes, are final and can be changed only to correct an error or in cases in which some part of the student's work was unintentionally overlooked. This is done through the online grade roster. Grades changes cannot be done immediately after grades have been submitted. The grade change process is usually available at least 24 hours after grade submission.

**Making Grades Available.** Students often want to know what grade they have earned before grades are available via the web. At the same time, Federal law (i.e., the “Buckley Amendment”) makes it illegal to violate a student’s right to privacy; this means that you may not publicly post grades using the whole or partial student's name, social security number or student ID number, and that you should not leave graded exams and papers on your desk or outside your office door. In addition, grades must be posted on the class website in a manner in which students cannot be identified.

**Final Examinations.** To avoid exam conflicts for students, final examinations must be given during the week following the last day of classes during Fall and Spring semesters. Do not give final exams during the last week of class. Schedule your exams according to the official final exam schedule, which can be found in each semester's Schedule of Classes. Summer semesters do not have final examination periods and course examinations may be given at the discretion of the faculty member teaching the course.

**Components of a Course Syllabus**

Syllabi have a number of program, university, and state-level requirements. Please ensure that your syllabi conform to these requirements as there is oversight at the department, University Core Curriculum, and the state levels. You should acquire a Canvas page and post your syllabus online by the required deadline each semester.

**State Level Requirements.**

* Course Description/Purpose
* Goals/ Objectives
* Expectations of the Course
* How Student Performance will be Measured (Major Projects/Assessments)

*Does Your Syllabus Contain the Following?*

**Grading Section.**

* Any performance measures/assignments that will be considered for evaluation in awarding final grades.
* Any grading standards/grade distribution to be used in calculating final grades (e.g. 3 papers each worth 20% of the final grade, final paper worth 40%, etc).

**Expectations of the Course Section.**

* Any policies of the instructor and/or department policies that may impact a student’s enrollment or final grade (e.g. “student must be present on the first day of class,” “assignments will only be accepted through a specific portal or in a specific manner,” etc).
* Any procedures the faculty expects the student to follow (e.g. “Use xxxx in your subject line when emailing,” “Students must attend office hours at least once,” etc.)
* Attendance policy, if there is one.
* Instructor’s policy on make-up examinations, assignments, or other performance measures, if there is one.

**Additional FIU Level Requirements.**

*Does Your Syllabus Contain the Following?*

* The name of the course, course and section numbers, and semester and year offered;
* Prerequisites;
* The instructor’s name, telephone number, e-mail address, department or school, office location and office hours;
* Required purchases including texts (including ISBN), professional and ancillary items;
* A tentative outline that includes major topics, anticipated dates of assignments, performances, artistic submissions, and/or examinations;
* Performance measures that will be considered for evaluation in awarding final grades; any policies of the instructor and/or department that may impact a student’s enrollment or final grade;
* How the final grade is to be calculated;
* Attendance standards, if required; and
* Date for final exam according to the university’s official exam schedule. During the final week of the semester, instructors should plan for either a final exam/presentation, or some type of culminating project or capstone experience.
* The UCC category (Communications) and aligning course objectives.

**ENC 1101 UCC Category and Aligning Course Objectives**.

ENC 1101 satisfies the University Core Curriculum **Communication** requirement. The ENC 1101 learning outcomes that align with the Communication category description are as follows:

*By the end of ENC 1101, students will:*

Discuss foundational concepts of writing, rhetoric, linguistic diversity, and expectations of 21st-century literacy

* Define and explain foundational concepts such as rhetoric, purpose, genre, audience, metacognition, and discourse community
* Synthesize different perspectives articulated in course readings
* Identify strategic rhetorical and stylistic techniques within multilingual and diverse linguistic contexts

Describe personal writing practices, processes, and strategies; and identify strengths and areas for growth

* Develop effective strategies for completing a writing task
* Exhibit reflective and metacognitive thinking strategies
* Develop effective invention, composing, and revision processes
* Identify personal areas for growth in writing, thinking, and learning

Produce writing that responds and adapts effectively to specific rhetorical situations

* Produce a text that is appropriate for the genre and audience
* Demonstrate awareness and use of strategic rhetorical and stylistic techniques
* Produce a written product with content that fulfills its purpose

**ENC 1102 UCC Category and Aligning Course Objectives**.

ENC 1102 satisfies the University Core Curriculum **Communication** requirement. The ENC 1102 learning outcomes that align with the Communication category description are as follows:

*By the end of ENC 1102, students will:*

Produce research-based writing that responds and adapts effectively to specific rhetorical situations

* Choose appropriate media/genre/audience to communicate research findings
* Compose rhetorically effective media for different audiences
* Demonstrate awareness and use of strategic rhetorical and stylistic techniques within multilingual and diverse linguistic contexts
* Create critical questions to drive meaningful inquiry

Illustrate understanding of rhetorical research and methodologies

* Develop critical knowledge of primary and secondary research methods
* Understand how to use intellectual property responsibly (evaluating source reliability and validity for rhetorical context, citation)
* Understand core concepts (give examples) about rhetorical research-writing
* Understand research as a recursive, inquiry-based process

Apply foundational concepts of writing and rhetoric to the research process

* Evaluate how information is produced and consumed in specific contexts
* Exhibit reflective and metacognitive thinking strategies
* Develop and use effective invention, composing, and revision processes

**Additional Program Level Requirements.**

*Does Your Syllabus Contain the Following?*

**A Section on Conflict Resolution.** “If you have questions or concerns about this class or your grade, first, please speak with your instructor to try to resolve the issue. If you still have questions or concerns after attempting to speak with your instructor, contact one of the following program administrators: Cayce Wicks, Associate Director and Student Success Coordinator, cwicks@fiu.edu, Cindy Chinelly, chinelly@fiu.edu, Associate Director, Kimberly Harrison, Program Director, harrisok@fiu.edu.”

## Student Rights and Conflict Resolution

**Addressing Students’ Complaints and Disagreements about Course Policies and Grades.** In the Writing and Rhetoric Program, we are committed to student success and to providing students with an engaging learning experience. We are also committed to maintaining meaningful academic standards that support the value and integrity of the degree our students work hard to earn. Our policy in the Writing and Rhetoric Program, as well as that of the University, is to urge instructors to hear students out respectfully and try to resolve disagreements or complaints with understanding.

* **Referring Unresolved Disagreements or Complaints to a Program Ombudsperson or Director for Mediation**. If a disagreement or complaint cannot be resolved through direct communication between the instructor and student, a student has the right to seek mediation from a Writing Program Administrator. Instructors at MMC can refer students to the Program Ombudsperson and Associate Director, Cayce Wicks (cwicks@fiu.edu), who will work with the student and instructor to resolve the problem. Instructors at BBC can refer students to Associate Director, Cindy Chinelly (chinelly@fiu.edu).
* **Pursuing Unresolved Disagreements or Complaints Outside the Program**. In rare cases where a student’s disagreement or complaint cannot be resolved through direct communication with the instructor or the mediation of a Writing Program Administrator, students can pursue the matter through the University Administration or office of the University Ombudsperson, Sophia Trelles ombuds@fiu.edu  (GC 219 / 305-348-2797).
* **Specific procedures for addressing a disagreement or grievance beyond the purview of the Writing Program** are described in the section of the [*FIU Student Handbook*](https://studentaffairs.fiu.edu/about/student-handbook/index.php) titled “Student Academic Grievance: Definitions and Procedures.” Formal reporting procedures and complaint forms can be obtained from the [Office of Student Conduct & Academic Integrity](https://studentaffairs.fiu.edu/index.php) (see below for more information).

**Academic Misconduct and Plagiarism Procedures**

**Addressing Plagiarism.** In cases involving plagiarism, an instructor should consult with the program ombudsperson or a program director for advice about penalties, and when applicable, official reporting procedures.

To minimize plagiarism offenses, instructors are encouraged to discuss plagiarism in class, make sure students understand what it is, and what the consequences can be. At the same time, instructors should keep in mind that students in our classes are learning to use and document sources properly, and that some forms of “plagiarism,” such as patch-writing or missing citations, can be oversights or honest mistakes. In short, instructors should exercise discretion in evaluating the extent and severity of “plagiarism” and try to determine if it is inadvertent or intentional. The program ombudsperson or a program director can offer advice about these decisions.

**New Plagiarism Reporting Procedures**. Plagiarism cases are now under the administrative purview of the [Office of Student Conduct & Academic Integrity](https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php).

* If a student submits plagiarized work that an instructor considers significant and intentional—in other words, tantamount to academic dishonesty—the instructor should meet with the student to discuss the offense before filing a formal complaint.
* Instructors are then advised to contact Cayce Wicks or Cindy Chinelly with the details, as the procedures have changed and certain evidence may be rejected under the new system.
* After consulting with Cayce Wicks or Cindy Chinelly, the instructor then files charges using the Academic Misconduct Report Form.
* Once SCCR makes a decision on the case, SCCR will recommend university sanctions and the instructor will recommend course sanctions. This is done within 7 days of SCCR’s decision.
* The process of handling Academic Misconduct follows this [flow chart](https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/_assets/student-conduct-honor-code-ai-flowchart-rev.-6-24-20.pdf).
* Academic Misconduct Report Form: Please read over the form carefully before filling out. You will need to attach all supporting documentation. You will also need to include the English Dept chair email: shchrist@fiu.edu and the dean’s email: case@fiu.edu.

Each case will be reviewed by the [Office of Student Conduct & Academic Integrity](https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php), to determine if there is sufficient evidence to warrant university sanctions and any grade penalty applied. In the event the evidence is deemed sufficient, the student will have the right to a formal, misconduct hearing before a university committee, which will make a final decision about the case.

Given the likelihood that the new filing procedures may result in a formal hearing, instructors should be diligent about retaining documentation and records of an offense until a final decision is reached.

For more information about the new procedures and process, contact:

**Jennifer Gamarra, M.S.**

Academic Integrity Assistant Director, Student Conduct & Conflict Resolution

Florida International University

11200 SW 8th St, GC 311

Miami, FL 33199

(305) 348-3939 / jemartin@fiu.edu / [conduct.fiu.edu](http://conduct.fiu.edu/)

## Student Behavior Issues

**Addressing Student Incivility, Misbehavior, or Classroom Disruptions.** An isolated incident involving student incivility, misbehavior, or a classroom disruption should be addressed through professional communication between the instructor and student. For more severe or recurring problems, instructors can consult with the program ombudsman or a program director for help, advice, and intervention, and may choose to file a formal report with the [Office of Student Conduct & Academic Integrity](https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php).

**Calling FIU University Police to Report Serious Classroom Disruptions and Threatening Behavior.** In extreme cases when a student’s classroom disruption is belligerent, frightening, or threatening, an instructor should call FIU Campus Police without hesitation. Calling the police may seem like a drastic action, but FIU police are trained to handle troubled students and are the best resource for helping them get psychological and medical assistance.

Contact numbers for calling FIU police are:

* MMC: (305) 348-5911
* BBC: (305) 919-5911

Incidents of serious or threatening misbehavior should also be reported to the Office of Student Conduct & Conflict Resolution.

**Student Responsibilities.** In our commitment to provide every student with a quality education, we ask in return that students honor the culture of academic integrity at FIU. That means they should always conduct themselves with professionalism and civility in our classrooms, show respect for the diversity and dignity of all individuals in the classroom, and adhere to the “FIU pledge” of academic honesty.

Consider devoting some class time to discussing FIU core values and the FIU pledge with your students. For more information, visit: [Student Conduct and Conflict Resolution.](https://regulations.fiu.edu/docs%3D257)

## Faculty and Student Resources

Both the Writing and Rhetoric Program and the University provide many resources helpful to instructors and students. This section of the handbook will outline these resources, starting with those specifically for ***faculty.***

* The [Writing and Rhetoric website](https://case.fiu.edu/english/expertise/writing-and-rhetoric/index.html) provides current information about our courses and learning outcomes as well as a general outline of course sequences.
* Mailboxes are provided to all faculty in the English Department. Please check your mailbox on a regular basis.
* Photocopy requests for syllabi and exams can be submitted to the office staff. Please allow three business days for completion.
* The Writing and Rhetoric Program hosts a listserv that provides teaching tips and other program information. It is a way for faculty to ask for advice and communicate. Please see the “Professional Development” section (page 21) for instructions on how to join the listserv.
* A Canvas Resource Shell with teaching resources is available to all Writing and Rhetoric faculty. If you don’t have access to the Canvas Resources Shell, you can request access by emailing Nick Vagnoni at nvagnoni@fiu.edu.
* The Writing and Rhetoric program offers a schedule of professional development opportunities, which will be posted to the Listserv.
* The Multilingual Specialist works with faculty to coordinate and enhance existing multilingual writing support resources and to build faculty capacity around multilingual writing pedagogy. She advises faculty on pedagogies of multilingual composition and provides relevant resources that serve the needs of multilingual students. Contact Ming Fang at mifang@fiu.edu.
* [Writing-Across-the-Curriculum](http://wac.fiu.edu/): The WAC program assists faculty and Graduate Teaching Assistants in using writing to enhance their teaching, improving student writing in the major, in Gordon Rule courses, and in other writing-intensive classes. The program offers one-on-one consultations, group consultations, workshops on writing instruction, and grant programs. Its mission is to improve students’ writing proficiency, critical thinking, and engagement in learning by supporting faculty and TAs across disciplines who teach with writing. For further information, please email WAC at wac@fiu.edu.
* [The Center for the Advancement of Teaching](https://cat.fiu.edu/) seeks to recognize and cultivate learner-centered teaching throughout the university. They provide support to faculty as we strive to balance cutting-edge research with thoughtful teaching.
* [The Office of Class Management](https://classroom.fiu.edu/) can assist with room change requests. Through this website, you can view classroom availability and layouts. To submit an official room change request, email Office Manager Gretter Machin (maching@fiu.edu).

The university offers resources that are useful to both ***faculty and students***.

* [The FIU Library](http://library.fiu.edu/) offers [instructional research sessions](http://fiu.libsurveys.com/Library-Instruction-Request), [device checkout](http://library.fiu.edu/using-the-library/device-checkout), and [study rooms](https://library.fiu.edu/ercdn-use/rooms).
* [The Center for Excellence in Writing](https://writingcenter.fiu.edu/) offers individual consultations about any student and faculty writing while at FIU. Writing consultants can assist students and faculty with projects such as papers, reports, and projects for any course in any department; Honors theses, master's theses, dissertations; proposals; resumes and applications for fellowships and employment; personal statements; group projects; PowerPoint presentations and other non-print projects.
* [The Digital Writing Studio](http://digitalwritingstudio.fiu.edu/) is a media lab specializing in digital rhetoric. The DWS helps instructors adopt digital pedagogies and works with students to think productively and rhetorically about digital writing. The DWS website includes student samples and explanations of resources. To arrange a class visit/workshop or schedule a consultation, faculty can contact Christine Gregory (cgregory@fiu.edu).
* The Student Success Coordinator supports instructors in helping students meet the high standards of our classes in an encouraging and supportive environment.  This Coordinator assists in following up with the university’s Progress Reports and consults with students and faculty about student success. Contact Cayce Wicks at cwicks@fiu.edu.
* [Counseling and Psychological Services’](https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/index.php) mission is to provide mental health services to students that will facilitate and enhance their personal learning, emotional well-being and academic skills development.
* [The Disability Resource Center’s](https://studentaffairs.fiu.edu/get-support/disability-resource-center/) aim is to guide and support students with disabilities throughout their college experience.

## Professional Development

Our program is committed to the development and success of the program members. Professional development is crucial not only to the development of individual program members, but also to program goals and missions. It’s important that our ENC instructors take an active role in participating in professional development.

**Professional Development Events and Teaching Circles.** Throughout the year, our program hosts a series of professional development events. Our annual Fall program Kick-off usually marks the start of PD activities with faculty panel discussions on pedagogical strategies. This event is required for all faculty and teaching assistants teaching in the program.

* The professional development workshops are held monthly. These workshops usually align well with the program priorities, assessment results, and university initiatives- for instance, student success in Gateway courses, improving hybrid/online teaching, etc.
* In addition to the professional development workshops, teaching circle meetings are also organized two to three times per semester. Teaching circles are unstructured meetings without a formal presentation, meant for an open and positive dialogue among participants.
* Faculty development has shown to demonstrate impact on student learning. Given the importance of faculty professional development, we ask that ENC instructors attend at least one PD event every semester. Such events also help to build up and strengthen our own learning community.

**Mentor and Mentee Program.** The mentor and mentee program has long been instituted in our program to foster a culture of pedagogical exchange and excellence in teaching. Every new ENC instructor gets a mentor during their first semester of teaching in the program. Teaching assistants receive mentors during their first two semesters of teaching on their own. Core activities in the Mentor and Mentee program include course material sharing and discussion, class visits, idea exchange on assignment design and course design, and completion of the teaching review form as the deliverable of the process. The specific description of this process, the pairing of mentor and mentee, and the review form are usually sent out by email before the beginning of a semester. It is the mentee’s responsibility to send the completed review form to writing@fiu.edu by the program deadline. Please contact Cindy Chinelly or Jeff Wehr for further information.

**Program Listserv.** This list provides a professional online resource for our program's faculty and teaching assistants. We hope that this will be a place to share ideas about teaching practices, classroom activities, and other professional concerns. We also hope to build an online community where our faculty and TAs can work together to support one another and to promote the goals of our W & R Program.

Here's how to join:

1. Go to<https://listserv.fiu.edu/archives/enc.html>

2. Click on "Subscribe or Unsubscribe"

3. Fill in your information.

4. Click on "Subscribe ENC."

5. Check your FIU e-mail inbox. You will receive an email which you’ll have to confirm in order to be subscribed to the list.

**Program Resource Shell**: Our program hosts a professional resource Canvas shell that offers ENC1101 and ENC1102 instructor resources, online teaching instructor resources, and resources on teaching multilingual students. Please contact Nick Vagnoni to access the Canvas Resource Shell.

**Other Professional Development Opportunities.** There are also other professional development opportunities offered by the university.

* [The Center for Advancement of Teaching](https://cat.fiu.edu/) (CAT) offers many workshops for faculty development. CAT also organizes faculty book groups. A call for participation for the book groups is usually sent at the beginning of the semester. The schedules for book groups and workshops can be found on [CAT’s Programming Page](https://cat.fiu.edu/programming/index.html).
* FIU Online also offers a variety of face-to-face workshops, webinars and tutorials as professional development. Information about their services can be found on the [FIU Online Professional Development page](https://online.fiu.edu/faculty/professional-development/index.php).

Other university units, such as Educational Technology Services, Center for Leadership, Division of Research, also offer many workshops. The workshop schedule and the sign-up form can be found at [professionaldevelopment.fiu.edu](https://professionaldevelopment.fiu.edu/).

Also, as noted above, the [Writing-Across-the-Curriculum](http://wac.fiu.edu/) Programassists faculty and Graduate Teaching Assistants in using writing to enhance their teaching, improving student writing in the major, in Gordon Rule courses, and in other writing-intensive classes. The program offers one-on-one consultations, group consultations, workshops on writing instruction, and grant programs. Its mission is to improve students’ writing proficiency, critical thinking, and engagement in learning by supporting faculty and TAs across disciplines who teach with writing. For further information, please email WAC at wac@fiu.edu.

## Technology

**Canvas.**

* FIU uses [Canvas](http://canvas.fiu.edu/index.php) as its LMS for all online, hybrid, and web-supported F2F classes. As a way to support program faculty,  the Writing & Rhetoric program has created shells for ENC 1101 and ENC 1102 online classes. Contact Jackie Amorim for questions concerning the shells.
* [Support and Guides](http://canvas.fiu.edu/support)
* [Canvas Training](https://canvas.fiu.edu/training/faculty/)

**Turnitin.**

* Turnitin provides instructors with the tools to teach students the responsible use of intellectual property, to engage students in the writing process, and to provide personalized feedback.
* At FIU, Turnitin is integrated with Canvas. If an instructor chooses, Turnitin assignments can be created within Canvas so students are directly submitting to Turnitin.
* The Writing & Program encourages instructors not to use Turnitin as a policing tool, but instead to use it as a tool to help students learn more about the value of originality, proper citation practices, and source evaluation.
* Instructors can give feedback within Turnitin by creating text or voice comments, as well as by integrating rubrics. The PeerMark feature encourages students to learn from each other and develop critical thinking skills through peer review.

**Information Technology.**

* [The Division of Information Technology](https://it.fiu.edu/) (IT) is Florida International University’s central technology service provider.
* Call Center: 305-348-2284. Use this number to request help with email, passwords, connection to wireless networks, FIU-owned computer problems.
* [AskIT](https://fiu.service-now.com/sp/?id=index) is a self-service portal. AskIT, allows you to find the answers to a variety of  tech questions.

**Educational Technology Services.**

* [Educational Technology Services](http://ecampus.fiu.edu/index.html) (ETS) is part of the Division of Information Technology. They provide access and support for instructional technologies available at FIU. Faculty and teaching staff can use their services to enhance and improve their student’s learning experiences.
* [CASTIC](https://case.fiu.edu/about/resources/faculty-staff/castic/) provides provide IT services and support to CASE faculty, researchers and staff.
* ETS also offers individual consultation sessions for faculty who use Canvas. Located at GL150, and the phone number is 305-348-2814.
* [The IT Training Center](http://ecampus.fiu.edu/training.html) offers access to both on-campus and online workshops. All training resources are free and available to FIU faculty, staff and students.
* [Course Tools Available to FIU Faculty](http://ecampus.fiu.edu/faculty-course-tools.html)

**FIU eMail.**

* Use this link to access university email: [mail.fiu.edu](https://login.fiu.edu/myfiu/).

**MyFIU.**

* MyFIU gives you access to your teaching schedule, class rosters, and final grade rosters.
* Log into MyFIU at<https://login.fiu.edu/myfiu/>
* You will need your PantherID and password to log on.

**FIU Mobile.**

* FIU Mobile offers faculty the ability to view their class rosters, human resources, payroll, benefits information, and more.
* Download the app through the Apple App store or Google Play for Android.

**FIU Panther Tech.**

* [FIU Panther TECH](https://panthertech.fiu.edu/) is a one-stop shop for software and hardware needs. Panther TECH provides the FIU community with [software for personal use](https://fiu.service-now.com/sp?id=kb_article&sys_id=1d547949dbd17240ff70785e0f961917), [software for FIU-owned computers](https://fiu.service-now.com/sp?id=kb_article&sys_id=00333dc5dbd17240ff70785e0f96199e), and [repairs and upgrades](https://fiu.service-now.com/sp?id=kb_article&sys_id=a02165e7dba22200ff70785e0f9619af). Students, faculty, and staff receive special education prices and deals exclusive to FIU. Additionally, they offer [payroll deductions](https://panthertech.fiu.edu/payroll-deduction/) to all faculty and staff for all purchases over $500.
* Provides the FIU community with free downloads of Microsoft Office and McAfee Antivirus for their personal computers (Mac and PC).  Log in with your FIU username and password to [freeoffice.fiu.edu](http://freeoffice.fiu.edu/) to download.
* Located In the [Graham Center](http://campusmaps.fiu.edu/#lat/25.75610119992687/lng/-80.37267271672262/loc/) across from Jamba Juice. (305) FIU-TECH (305-348-8324)