
University of San Diego

5998 Alcalá Park
Learning Commons 201
San Diego, CA

Writing Program Faculty Manual

We're so glad to have you on the team as a Writing Program faculty member. This manual is meant to provide you information specific to our program and help answer any questions that you might have.

Writing Program Resource Hub

The Writing Program Resource Hub is a growing online community where Writing Program affiliated faculty can share resources, prompts, readings, class activities, best practices, and other ideas with one another. The Hub consists of a [First-Year Writing Resource Site](#) and an [Advanced Writing Resource Site](#).

WHO WE ARE

Our Mission

The Writing Program recognizes that disciplinary communities draw on distinct practices, discourses, and genres of writing. This knowledge guides the Program in supporting the development of undergraduate writing throughout the Core Curriculum, from First Year (FYW) to Advanced Writing (CADW).

The Team

The Writing Program consists of a combination of dedicated faculty as well as administrators and staff. Their responsibilities range from directing the program as a whole and teaching the actual FYW Courses, to supporting the consultants who work with student writers in our Writing Center.

WRITING PROGRAM DIRECTOR

Megan Little, PhD



WRITING CENTER DIRECTOR

Sara Hasselbach, PhD



WRITING PROGRAM EXECUTIVE ASSISTANT

Hannah Baldoz '22



Frequently Utilized USD Campus-Wide Resources

The following list includes some of the most frequently used resources utilized by members of the USD community. If you have any questions regarding how to use a resource, contact the “Point of contact” individual indicated at the end of each resource

- **mySanDiego.edu**: The online data system utilized by USD as a central hub for most other frequently used systems. You can access MySanDiego on your browser, or through the phone app, MyUSD.

POINT OF CONTACT: *Carla Petticrew, English Dept. EA, carlap@sandiego.edu*

- **Workday**: The system of record primarily for human resources, payroll, benefits, accounting, and financial functions at USD. As an introduction to the system, you should review the [Go-Live Checklist](#) , a document that will walk you through the first few actions you’ll take in Workday. A few of these actions include:
 - Reviewing personal information
 - Adding emergency contact information
 - Reviewing tax elections

POINT OF CONTACT: *USD Workday, workday@sandiego.edu*

- **Information and Technologies Services Requests**: For any issue related to electrical equipment or computer software you can make a request using the following form: <https://usd.tfaforms.net/218704>. New USD faculty members should visit the [ITS New Faculty Welcome Page](#) and [ITS Faculty Resources Guide](#).

POINT OF CONTACT: *ITS Help Desk, x7900, help@sandiego.edu*

- **Canvas specific technical support**: For any issues pertaining to the Canvas teaching system utilized by faculty/students. You can request a meeting with the Specialist “Boe” here: <https://calendar.google.com/calendar/u/0/selfsched?sstoken=UU8xSkREOTJZEdUfGRIZmF1bHR8ZmYyZA5Y2U1OGZhNTg5ZDJiYTEzYjk2MjltzMDY1NzY&pli=1>

- **Facilities Work Requests**: For any tasks regarding the maintenance of the physical office space, including the break room, electrical & HVAC system, or if there is any furniture that needs to be moved. Use the following form to make a request:

<https://isd.sandiego.edu/home.html>

POINT OF CONTACT: *Facilities Help desk, x4250, facilities@sandiego.edu*

Writing Program Faculty Resources

The following list includes some of the policies, procedures, and resources that will be most relevant to you as a Writing Program faculty member. If you have any questions regarding any of the resources on this list, contact the “point of contact” individual indicated at the end of each resource.

Policies

- **First Year Writing Learning Outcomes:** These are the learning outcomes for classes that fulfill the First-Year Writing competency in the core curriculum. Please note that these learning outcomes *must* appear on your syllabi verbatim and cannot be altered or truncated.

After this class, students will be able to:

- LO1a: Write in ways appropriate to the audiences and occasions of each assignment
 - LO1b: Write effectively in or about multiple discourses by distinguishing among and responding to rhetorical contexts
 - LO2: Apply relevant and compelling content, based on strong understandings of assigned subjects, in order to write effectively across multiple types of discourse
 - LO3a: Use credible sources to develop ideas and arguments that are effective within assigned disciplines and discourses
 - LO3b: Cite sources accurately according to conventions of the topic and discipline
 - LO4: Write clearly and fluently, with few errors in syntax and grammar
- **Attendance Policies:** The College of Arts and Sciences gives you the freedom to create attendance policies for your courses at your own discretion. Please know that the Writing Program will back you up should you choose to enforce a stricter attendance policy (see penalty language below).
 - **College of Arts and Sciences, Student Handbook:** “Regular and prompt attendance at class is deemed essential for the optimal educational progress of the student, and for the orderly conduct of academic life. There is no generally specified number of allowed absences. Each instructor will publish attendance regulations at the beginning of the course and will state what penalties will be imposed for excessive absences.”

- **Attendance Penalty Language (backed by the English Department and Writing Program):** “Writing classes are designed to be hands-on workshops that require regular attendance and active participation. For this reason, all courses in the Writing Program have strict attendance and participation policies. Every student is allowed 2 unexcused absences (for twice a week classes), 3 unexcused absences (for three times a week classes). Following this, every subsequent absence can negatively impact your grade. 4 unexcused absences (for twice a week classes) and 6 unexcused absences (for three times a week classes) can equal an F for the class.”
- **Office Hours:** Full-time faculty members must hold at least five office hours per week, regardless of teaching load. For adjunct faculty members, office hours requirements are as follows:
 - 1 class per semester = 1.5 office hours per week
 - 2 classes per semester = 3 office hours per week
 - 3 classes per semester = 4 office hours per week
 - 4 classes per semester = 5 office hours per week

The expectation of the College is that all office hours will be held in person.

Procedures

- **Waitlist Procedures:** Students have the opportunity to join an automated waitlist for full sections via Banner registration. If a space becomes available, the first student on the waitlist will receive an email notification and have 24 hours to enroll in the course. If the student registers for the section they move from the waitlist to your class list. If the student fails to register within the 24 hour notification period or drops themselves from the waitlist they are removed from the list. There are no exceptions to the 24 hour rule. For more information, see the [Waitlist Procedures for Faculty guide](#).

It is important that we adhere to the waitlist procedures and that we **do not break the class cap**. Sometimes we get requests to add students to already full FYW classes. We are nice people who care about students, but the English Department and Writing Program discourage faculty from adding students beyond the cap. The reason: previous Writing Program and English Department Administrators argued for our smaller class size because it's vital for how we teach writing, with our focus on writing process, revision, and giving ample, individualized feedback to students.

- **Submitting Grades:** Semester grades will be submitted in the MySanDiego portal. Every semester, Dean Norton's end-of-semester memo includes the final deadline to enter grades. The [Entering Grades guide](#) has step-by-step instructions for how to submit grades. Note: the Blackboard information in this guide is no longer relevant as we are migrating to Canvas starting in Spring 2024.

Midterm grades are reported only for students with deficient grades (Ds and Fs) and for students who have never attended your class; Please report these by selecting "N" (No Show). If no deficient grades are given for a class, please email registrar@sandiego.edu with your course number(s) and section(s). No further action is needed.

- **Submitting a Grade of Incomplete:** The grade of "I" (Incomplete) may be recorded by the instructor to indicate that:
 - The requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed; and
 - The student's record in the course justifies the expectation that s/he will complete the work and obtain a passing grade by the deadline.

*To record an Incomplete grade, faculty must submit the **Notice of Grade of Incomplete form**. This form can be found in the Teach tab in your MySanDiego Portal. Students who receive a grade of "I" must submit all the missing work no later than the end of the tenth week of the next regular semester otherwise, the "I" grade will be calculated as an "F" (Failure).*

- **Submitting Academic Dishonesty Reports:** The Writing Program and English Department support faculty as they decide the best course of action in cases of academic dishonesty. In addition to the appropriate sanctions to impose, it's also your decision, based on the nature of the dishonesty and your experience with the student, whether to forward the case to the Dean's office for full review. If it is your determination that you need to submit a report, please take the following steps with the student:
 - Alert the Writing Program Director or Chair of the English Department of the case, and ask for help, if needed.
 - Meet with the student to discuss the case. Please know that the Writing Program director and/or Chair of the English Department can join your meeting if desired. A good approach for the meeting is to prepare specific examples and evidence and invite the student to review it with you, but start with questions that ask the student to do the talking: explain their writing process, describe a concept from

the paper, discuss what was difficult or challenging about the paper, explain why they made a specific writing choice in the paper, explain why they included a specific source, and so on. However, this is not the only approach, nor is evidence required. A good approach, with or without evidence, is to invite the student to start the conversation by asking the student to describe their writing process.

- Note how the conversation goes with the student, and in particular, if the student explains, takes ownership and accountability, or continues to deny that they have engaged in academic dishonesty. You will be required to describe this contact and the student's behavior in your report.
 - After the meeting, fill out the [Academic Integrity Reporting Form](#). After the report submission, the form will be reviewed by the Dean's office.
- **Reasonable and Appropriate Accommodations:** USD provides students with disabilities with accommodations or modifications to policies and practices in order to ensure that students have an equal opportunity to participate in all USD programs, services, and activities. The purpose of accommodations is not to guarantee success, but to provide access and equal opportunity. The University is a recipient of federal funds and must comply with section 504 of the Rehabilitation Act & the Americans with Disabilities Act, Title III, which sets regulatory standards for access for students with disabilities.

Accommodations can be made at the discretion of faculty members given that the accommodations are both reasonable and appropriate. An accommodation is only reasonable if it can be achieved without negative impact to class learning as a whole or causing undue burden to the faculty (for example: if hybrid learning was consistently allowed, it could possibly lead to decreased attendance and would involve a significant amount of faculty time to record lectures, set up Zoom, modify lesson plans, etc.). An accommodation is considered appropriate if it does not interfere with the learning outcomes of the course (for example: in a writing class, regular attendance and participation are expected).

- Accommodations for disabilities and learning differences: The Disability and Learning Differences Resource Center (DLDRC) provides information on their website related to the process that students must follow to request accommodations. The [Example Syllabus Statements](#) document provides language that may be helpful to include on your syllabus.
- Religious accommodations: USD is committed to providing reasonable accommodations for students. However, missing class regularly or for an extended period of time, even for the purpose of religious observations, is not considered a

reasonable accommodation. Please see [University Ministry's guidance](#) related to conversations with students who are seeking academic accommodations for religious reasons.

POINT OF CONTACT: Disability and Learning Difference Resource Center,
disabilityservices@sandiego.edu.

Resources

- **Syllabi:** This [Example Syllabus Statements](#) document includes USD's Kumeyaay Land Acknowledgement, as well as statements pertaining to wellness, accommodations, expectations, basic needs, and and more. Feel free to use these statements in your syllabi, or to reference them as you create your own. Here is a [First-Year Writing syllabus template](#) (with placeholders for your own policies and language) that you can download and use as a starting point.
- **Writing Program Faculty Workshop:** This biannual workshop for all Writing Program faculty members typically is held a few days before the start of each academic semester. Workshop time is dedicated to administrative updates, knowledge sharing, and pedagogical workshopping. The workshop will last approximately 2-3 hours with the goal of creating space for faculty members to ask questions or seek support. Lunch will be provided and attendees will be compensated for their time.

POINT OF CONTACT: Megan Little, Writing Program Director, mlittle@sandiego.edu

- **Copy Requests:** Our department's Executive Assistants are able to support you and your classes by making scans or hard copies of any documents that you need (readings, notes, quizzes and exams, etc.). In each request, please indicate the date and time you need it completed by, as well as preferences for color and stapling. **Please submit all requests at least 24 hours in advance.** You can submit copy requests via email, or by leaving them in the copy request box in Founders 174. Requests made via email should be sent to **both** hbaldoz@sandiego.edu and carlap@sandiego.edu. Completed copy requests will be dropped off in your department mailbox.

POINT OF CONTACT: Hannah Baldoz, Writing Program EA, hbaldoz@sandiego.edu and **Carla Petticrew, English EA,** carlap@sandiego.edu

- **Writing Program Resource Hub:** The Writing Program Resource Hub is a growing online community where Writing Program affiliated faculty can share resources, prompts,

best practices, and ideas with one another. The Hub consists of a [First-Year Writing Resource Site](#) and an [Advanced Writing Resource Site](#).

POINT OF CONTACT: *Hannah Baldoz, Writing Program EA, hbaldoz@sandiego.edu*

- **Writing Center Class Visits and Nominations:** At the beginning of each semester, the USD Writing Center offers brief in-class presentations. These class visits are conducted by experienced consultants and take five minutes at the start of class. The visits are designed to introduce students to and inform them about our services. Consultants review the Center's philosophy and resources and offer a comprehensive overview of the nature of a session and Center policies. Consultants share the hours of operation and our contact information. At this time, consultants can answer any questions that students or faculty may have. If you would like a class visit, contact writingcenter@sandiego.edu with relevant course information: course name, class times, dates and location. You can request more than one class visit for multiple classes. A coordinator will contact you to schedule your class visit. At mid-semester, Writing Center Director Sara Hasselbach sends out an email inviting all faculty members to recommend students with strong writing and interpersonal skills. Please respond to this email with names and emails of students you believe would make good Writing Center consultants. Your recommendations help us maintain quality service and support to the entire USD community.

POINT OF CONTACT: *USD Writing Center, writingcenter@sandiego.edu*

- **Copley Library:** Course Integrated Instruction Sessions - Upon request, subject librarians are able to work with you to develop a presentation targeted to your students' needs in a particular course. They can facilitate discussions on specific aspects of research, such as locating primary and secondary sources, avoiding plagiarism, or research strategies and study skills. Sessions often include a combination of lecture, discussion, activities and demonstration. To request a session, please use the [Instruction Request Form](#) or contact your [subject specialist](#). Librarians can also create a **course-specific research guide** for your class using our [LibGuides](#) system. They can meet with you to discuss your course goals and suggest possible ways to incorporate information literacy instruction into your syllabus, as well as work with you to develop assignments that maximize the research skills of your students.

POINT OF CONTACT: *Hugh Burkhart, Subject Specialist for English and First-Year Writing, hburkhart@sandiego.edu*

- **Textbooks:** FYW faculty may create a course reader and make readings available through the [Copley Library E-Reserves](#): The E-Reserves service will take care of

copyright/intellectual property issues for you. You will need a USD login to access this service. Contact reserves@sandiego.edu for more information. You can also order books for students to purchase through the Torero Bookstore. If you were recently hired, then you'll need to contact the textbook manager Michael Goodrich (michael.goodrich@sandiego.edu) to find out how to order your books. Please remember that books can take several weeks (or more) to arrive. If the books you order will not be in stock at the Bookstore by the time the semester begins, you should figure that into your course plans. Please also know that while it is fine *for students* to choose to purchase their books anywhere, some students have financial aid packages that include a book allowance and this allowance can only be used at the Torero Bookstore; therefore, the books that you expect students to purchase should be available at the Torero Bookstore. If you need an instructor copy of a book, please contact the Writing Program EA, Hannah Baldoz (hbaldoz@sandiego.edu).

- **Course Management and Assignment Submission Systems:** ITS will make course pages available for your section(s). If you login to Canvas at canvas.sandiego.edu and do not see a page for each of your courses as we near the start of the semester, contact the Learning Design Center: LDCsupport@sandiego.edu. Faculty may use any course management or assignment submission system they want (Google Drive, another CMS that is available for free, password-protected WordPress site, email, or traditional paper submissions). Please be mindful, however, of students' privacy — choose a platform that will not make our first-year students' writing searchable online.
- **Center for Educational Excellence:** The [Center for Educational Excellence](#) is USD's primary resource for faculty development in teaching and learning. Visit their site to find helpful teaching resources and information about upcoming faculty events and excursions.

POINT OF CONTACT: *Center for Educational Excellence*, cee@sandiego.edu

Resources to Share With Students

The following list includes a variety of helpful resources for students, ranging from basic needs to academic support to mental health.

- **Writing Center:** USD's Writing Center is an inclusive community serving undergraduate and graduate students from all disciplines. In free, 45-minute to one-hour, one-on-one consultations, experienced consultants provide critical reflection and constructive feedback during the multiple stages of the writing process, from planning to composing to

revision. In this process, it is our goal to help students develop strategies for improving their writing, for gaining confidence in their writing and for developing educational independence.

POINT OF CONTACT: USD Writing Center, writingcenter@sandiego.edu

- **Counseling Center:** The Counseling Center is a free, confidential resource that supports the emotional, relational, and psychological needs of enrolled USD students. Staff includes licensed psychologists and a consulting psychiatrist. An on-call counselor is available 24 hours a day, 7 days a week.

POINT OF CONTACT: USD Counseling Center, 619-260-4655

- **Timely Care:** As part of USD's ongoing efforts to prioritize the health and well-being of the campus community, students now have free and immediate access to medical and mental health support through TimelyCare. TimelyCare offers students a 24/7 extension of campus health and counseling center resources that is as easy and convenient as making a video or phone call. Through the TimelyCare app on their phone or another device, students can now select from a wide-ranging menu of virtual care options from licensed physicians and counselors in all 50 states – at no cost to them and without the hassle of traditional insurance – including:
 - On-demand medical care
 - Appointment-based medical care
 - On-demand mental health support (TalkNow)
 - Appointment-based mental health counseling

For more information, visit [USD's Timely Care information page](#).

- **C.A.R.E. & Title IX:** Campus Assault Resources and Education (C.A.R.E.) is a private resource for students who have been impacted by sexual misconduct or relationship violence. C.A.R.E. Advocates are trained USD staff members and administrators who are available to support students impacted by these issues and help them explore resources and options that are available to them. As a faculty member, you are a mandated reporter and have the responsibility to report incidents of sexual misconduct or relationship violence to USD through C.A.R.E., the Title IX Coordinator, or Department of Public Safety.

POINT OF CONTACT: Department of Public Safety, 619-260-7777 (non-emergency line). Upon being connected with public safety's non-emergency line, you can request to be connected with a C.A.R.E. Advocate

- **USD Food Pantry and Torero Closet:** The USD Food Pantry and Torero Closet in Hahn University Center (UC) 116 includes: food, school supplies, hygiene supplies, laundry detergent, etc. Additionally, they have a refrigerator and freezer to offer students fresh produce, dairy, and additional protein options. The new space also allows for a Torero Closet, where donated professional clothing can be found. Once a semester, the USD Parents Association sponsors a Torero Closet Giveaway event, which is an opportunity to shop a wide variety of professional clothing that can be used for work, interviews, internships, etc. Students can shop for **free** professional clothing and also have the opportunity to get the clothing altered at no additional cost. For access to the food pantry, students must complete the enrollment form found on the [Food Pantry web page](#).

POINT OF CONTACT: USD Food Pantry, usdfoodpantry@sandiego.edu

Expectations for Teaching FYW

The purpose of FYW is to begin preparing students for the challenges of college-level writing. Faculty are encouraged to draw from their own areas of expertise and pedagogical training to include the following components:

Assignments and Readings:

- At least three formal papers (with informal and formal writing totaling a minimum of 5,000 words)
- Guided practice in college-level reading, with selections that expose students to different types of texts (for example, literary, popular, argument, creative nonfiction and first-person journalism, scholarly research, digital, visual, and multi-media)
- Informal writing activities that provide low-stakes practice in academic skills
- Regular opportunities to receive instructor and other forms of feedback
- Revision of informal and/or formal drafts
- Peer review assignments in which students learn to give each other substantive, critical feedback

Assignment goals:

- Formal assignments should challenge students to identify and craft an appropriate response to a well-defined rhetorical situation. Reading a prompt and knowing how to respond to it is a key lower division writing skill.
- Assignments should help students become familiar with reasoning and writing considered compelling and authoritative in academic settings.
- Assignments should encourage students' growing discursive fluency, that is, the ability to use, and when appropriate, blend different types of writing. For first semester FYW, this can include forms of writing that act as a bridge between students' identities,

backgrounds, and experiences to less familiar formal academic writing (for instance, personal narrative, reflective and expressive writing, engagements of popular culture, and multi-modal genres).

- Assignments should help students understand how to incorporate different types of texts and evidence into academic writing. Students should understand how disparate sources need to be framed appropriately. For example, an opinion piece should be discussed differently than findings in a scholarly research article. A reflective or subjective narrative account from a piece of creative nonfiction should be discussed differently than a verified news report that is considered an objective or “factual” report of events.