# Instructional Policies and Procedures

# Department of English

This document outlines selected instructional policies and procedures in the Department of English and the University as a whole. Topics include:

[**Things No Syllabus Should Be Without**](#things)

* [GE Statement](#GEC)
* [Absence Statement](#Absence)
* [Class Cancellation Policy](#Cancel)
* [Plagiarism Statement](#plag)
* [Disability Statement](#dis)

[**Textbook Ordering Policies and Procedures**](#text)

[**Enrollment and Disenrollment Policies**](#enrollment)

[**Student Evaluations of Teaching**](#evaluations)

[**Incompletes and Grade Changes**](#incompletes)

**[Retaining Student Papers](#papers)**

If you have questions about these policies and procedures, or questions about others that are not addressed here, please contact Debra Lowry via e-mail at lowry.40@osu.edu or by phone at 292-3812.

# ****Things No Syllabus Should Be Without**:**

**According to policies established by the Committee on Curriculum and Instruction in the Arts & Sciences, all operational syllabi (syllabi distributed to students) must include the following:**

* **A space for the instructor’s contact information, including name, office location, phone, e-mail, and office hours.**
* **A space for the name and contact information for the course coordinator, if the syllabus is standard for several sections.**
* **A space for meeting days, meeting times, and the classroom location.**
* **A grading scale.**
* **Information about the scheduling of examinations and due dates for assignments.**

**Additionally, the following important policy statements must appear:**

1. GE Statement **(if applicable): Instructors teaching courses with GE status must include a statement on their syllabi indicating which GE categories the course satisfies and about how the course fulfills the GE-related goals and expected outcomes.**
2. **Absence Statement: Make sure that your syllabus has a clear class attendance policy statement regarding excused and unexcused absences, and that you apply it in a consistent way. Your absence policy can be tailored to fit each particular course, and should be one that you are comfortable with, but it must be in the syllabus in order to carry weight. Without a clear and consistently applied absence policy, a grade based on missed absences can be overturned. Note that it is important to keep accurate records of when a student is late or absent from class.**
3. **Class Cancellation Policy: It happens on occasion that instructors must be absent from a scheduled class. When such absences can be anticipated (such as when you are traveling on university business), it is your responsibility to arrange in advance for a colleague to meet your class, carry out a lesson plan that you have prepared, and collect or return student work. When it is more difficult to anticipate an absence (such as in the case of illness or injury), it is your responsibility to communicate effectively to students the message that class has been cancelled. In these cases, please take the following steps:**
	1. **Contact your students via Carmen, Faculty Center in SIS or using an e-mail nickname file that you create at the beginning of the term.**
	2. **Call the English department reception desk at 292-6065 or write** English.admin@osu.edu **to request that a note be placed on your classroom door, preferably on department letterhead. Provide the course number, (for example, English 4567) class building, room number, and meeting start time for the class that has been cancelled.**
	3. **If your class meets in a building other than Denney you may call classroom services also between 7:00 a.m. and 5:00 p.m. at 247-4357 (4-HELP) to request that a note be placed on your door.**
	4. **In all cases, contact your students as soon as possible following the cancellation to let them know how the syllabus and work deadlines will be affected.**

**Suggested wording for syllabus: "In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note on be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting."**

1. **Plagiarism Statement**: The following statement **needs to appear on every university syllabus**, although faculty may add details of their own:

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct.”](http://studentaffairs.osu.edu/csc/)

You might also mention, either in the syllabus directly or in your opening remarks, that plagiarism via the internet is not only dishonest, it's also liable to be caught. Paper assignments, if they are clear and course-specific, do not match well with what is available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. For more on university policies concerning plagiarism, including information on what to do when you suspect a case of plagiarism, see the [OAA website](http://oaa.osu.edu/coamresources.html) for academic misconduct.

1. **Disability Statement**: **The Office for Disability Services should be mentioned on all our syllabi, recommended 16 point font. The following statement about disability services also needs to appear**:

Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: [slds.osu.edu](http://slds.osu.edu/)

# Textbook Ordering Policies and Procedures

Instructors (including Faculty, Associated Faculty, and Graduate Students) should place their own textbook orders on-line. According to the [Higher Education Opportunity Act (HEOA)](http://english.osu.edu/sites/english.osu.edu/files/HEOA%20Textbook%20Provision.pdf), deadlines for ordering textbooks are as follows (and will follow a similar pattern each academic year):

* Summer: April 1st
* Autumn: April 1st
* Spring: September 30th

In practice, if teaching assignments for individual instructors are not confirmed by the established deadlines, instructors should submit as soon as possible following receipt of a confirmed assignment. **GTA exception: the main book order for Writing Analytically for sections of 1110.01 will be made by the Director of First Year Writing in one large order for sections taught by f*irst year GTAs in their first term teaching only.***

The Department of English does not endorse a particular bookstore and orders may be placed through SBX or through Barnes & Noble The Ohio State University Bookstore.  To place an order with SBX, visit [their website](http://sbx-osu.com/) and click "Faculty Textbook Orders."

In light of the fact that UBX, Buckeye Books and College Town have closed, Barnes & Noble The Ohio State University Bookstore can have every book needed for your courses on shelves also when you need them. Textbooks are available in every format, i.e., new, used, rental, and eBook/digital.  **T**h**e on-line service,**[***FacultyEnlight***](https://www.facultyenlight.com/?storeNbr=218)***,* is the preferred method for ordering textbooks through B&N.** *FacultyEnlight* provides access to all required information the bookstore needs to fulfill orders conveniently in one location.  It also stores individual faculty and book ordering information for quick and easy ordering in the future.

To get started with *FacultyEnlight* review the following quick-start guide:

[*FacultyEnlight* Quick Start Guide [pdf]](http://english.osu.edu/sites/english.osu.edu/files/Faculty_Enlight_Quick_Start_Guide.pdf)

 Assistance:  Please direct textbook order questions and questions regarding desk copies to Brad Clucus, Textbook Manager at 247-2220.

Instructors using a course pack along with class texts should include a note on the official book order stating that in addition to class texts supplemental materials will be made available. The instructor should contact students directly via e-mail at the earliest opportunity to inform them of the availability of the course pack. **Instructors using ONLY a course pack should submit the book order form indicating "no text," and contact students directly via e-mail as soon as possible to indicate availability through UniPrint or other provider of the instructor’s choosing. A "no text" entry will prevent the course from appearing on the bookstore’s list of non-responsive sections.**

Once you have ordered your books, print a copy of your order and give it to the Front Desk Assistant in 421 Denney Hall to ensure the information is on file for students. If you prefer, you may email a copy of your order to english.admin@osu.edu.

# ****Enrollment and Disenrollment Policies****

It can be very frustrating to have students appear in your class for the first time in the second week of class, saying that they have been added by SIS or by a College adviser. Your reaction may be to tell them that it is too late for them to be in your course, but the University policy is to allow students to add any class that has not reached its enrollment ceiling from a waiting list through the first week of the term, with or without the instructor’s permission. This means that a student may add your course on Friday of the first week, even though he or she will already have missed the first full week of instruction.

* 1. The policy on conditions and procedures for disenrollment from a course ([Rule 3335-8-33](file:///N%3A%5CRule%203335-8-33.mht)) states: The instructor (or in the case of a graduate teaching associate, the supervising faculty member), the chair of the instructor's department (with the agreement of the instructor), or other appropriate administrative official may request a student be disenrolled from a course by filing a “Student Absence from Class Report” if after the third instructional day of the quarter, semester, session, or term, the first Friday of the quarter, or the student's second scheduled class session of the course, whichever occurs first, the student fails to attend the scheduled course without giving prior notification to the instructor. Under this paragraph, no student may be disenrolled from a course until after the first course meeting following the student's registration. When the department elects to use this procedure, the instructor, the chair, or other appropriate administrative official shall notify the student's enrollment unit. The enrollment unit will notify the student and take appropriate action to remove the student from the course.
	2. So if a student’s name appears on your original roster and but he/she does not attend classes, you may disenroll that student after the second class session. If students legitimately add your class through SIS by Friday of Week 1, you may not disenroll them unless they then fail to come to the first class meeting of Week 2. The further implication of this is that instructors cannot count as absences any classes missed before the student registered for the course, nor assignments as late that were due before the student registered for the course (that is, possibly through the first full week of the term).
	3. Obviously this is not completely satisfactory, and you can certainly make it clear to students that they will be expected to complete all assignments for the course and meet all subsequent deadlines. But there are many legitimate reasons students may be closed out of courses and may need to add your course late. We need to be at least minimally accommodating and cannot refuse to admit them if they have added your course within the allowable time period.
	4. Rule 3335-8-33 also provides for disenrollment of a student for disruptive behavior. The relevant paragraph reads: After investigation, including consultation with the instructor and the student in question, and utilizing other university resources, as desirable, the chairperson (or other appropriate administrative official) may disenroll a student for a course if the student presents a clear and present threat of bodily harm or injury to the instructor or fellow students, or, after warning, continues to engage in disruptive conduct, either of which results in impairment of teaching or learning processes. Any instructor who believes that such a situation exists in their classroom should see the Director of Undergraduate Studies, Clare Simmons (simmons.9@osu.edu) or Director Graduate Studies, Aman Garcha (Garcha.2@osu.edu) immediately.

# ****Student Evaluations of Teaching****

Discursive student evaluations are an essential part of your performance review. Every instructor should provide students with an opportunity to complete written (i.e., discursive) evaluations of every course taught. This is a guideline built into Faculty Rules ([3335-3-35](http://trustees.osu.edu/rules/university-rules/rules3/ru3-35.html)), obscured somewhat by being placed under the heading of "Duties of the Chair" – “… To promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.”

For information regarding methods for evaluation of teaching at OSU visit the website for the [University Center for the Advancement of Teaching](http://ucat.osu.edu/selected_links/teaching_portfolio/feedback.html). For some English courses (1110, for example) specified evaluation forms are utilized; for others instructors may develop their own forms as they see fit. GTAs should consult with course directors to develop an applicable evaluation form.

Care should be taken to develop a discursive form that is both appropriate and effective. View [sample forms](#sample) at the end of this document shared by faculty and instructors for English courses. Feel free to use the sample evaluation forms if you like. In general, make sure that all evaluation forms have a place for students to comment on the instructor’s performance. It is also recommended, though not required, that instructors use the University’s SEI forms. (All faculty should use them).

You should also assure students that you will not read their evaluations until after grades have been turned in for the course. To guarantee this, you should not be in the room when they write evaluations and you should not collect them yourself. Give the students twenty minutes to do the evaluations at the beginning of the class, to make sure they have an opportunity to respond fully, and ask them to write in ink, to avoid problems with photocopying. Designate a student to collect evaluations and take them from the room to Denney Hall 421 or to deposit them in the nearest Campus mail drop box for central delivery. *For autumn term 2012 further instructions for routing discursive evaluations will be forthcoming via e-mail.*

Once your evaluations have been forwarded to you, you should keep them as part of your permanent file. All SEI's (Student Evaluation of Instruction) will be administered electronically starting AU09 and beyond. The university SEI Administrator will contact you directly with instructions.

# ****Incompletes and Change of Grades****

For details regarding incompletes, consult Faculty Rule [3335-8-21](http://trustees.osu.edu/rules/university-rules/rules8/ru8-21.html). In general, incompletes should be given only when the student has completed a major portion of the work for a course and the instructor feels the student has provided legitimate reasons for extending the deadline for the remainder of the course requirements. This also implies that, usually, the request for an incomplete is initiated by the student and not awarded automatically by the instructor. If an incomplete is given, you must also record an alternate grade, representing the grade the student should receive if no further work is submitted. Make-up work should be submitted in time for the instructor to submit the revised grade by the end of the sixth week of the subsequent term. Deadlines for submitting incomplete grades are found at the Registrar’s website listed as [Important Dates.](http://registrar.osu.edu/registration/)

If by the end of the sixth week of the subsequent term no make-up grade is submitted, the alternate grade will automatically be entered for the student. If, through consultation with the student, an instructor feels an extension beyond the sixth-week deadline is warranted, a request for extension of the incomplete must be submitted before the incomplete grade submission deadline. Otherwise the incomplete will lapse to the alternate grade. A Grade Assignment/Change request must be submitted; the instructor must check the box to “extend incomplete deadline beyond the 6th Friday of the next term,” set a new due date and sign the form.

For grade changes, see Faculty Rule [3335-8-23](http://trustees.osu.edu/rules/university-rules/rules8/ru8-22-231.html) ("Alteration of Marks"). It is important to note that a grade "is subject to change only when a procedural error has been discovered in evaluation or recording of a grade," and that "action to change a grade must be initiated before the end of the second succeeding term." Changes will be denied by the Dean of the unit unless it is clear that the basis is a procedural error; you cannot, for instance, file a Grade Assignment/Change form on the basis of work submitted late. The principle at work here is that uniform grading standards must be applied to all students in a course.

Should an incomplete grade lapse to an alternate grade inadvertently, the instructor may wish to submit a different grade.  If so, a grade change must be initiated.

Over the past several months, the University Registrar has piloted a **new Online Grade Assignment or Change Form workflow**. It has improved grade processing in a number of areas, including: accuracy, consistency, and reducing processing time. Because of the great success of the pilot, the online form will now be the preferred method for submitting a Grade Assignment or Change Form.

**As of August 1, 2016, the paper Grade Assignment or Change Form will no longer be accepted. All submissions for grade assignments, changes, or extensions should be submitted through the Online Grade Assignment or Change Form workflow process.**

Access to the [online form](https://registrar.osu.edu/secure/forms/FreqUsedForms.aspx) (and [instructions](https://registrar.osu.edu/sishelp/Grading/grade_workflow_instructor.pdf)) will continue to be through the University Registrar's website: [registrar.osu.edu](http://registrar.osu.edu/).

Grade rosters and the normal grade posting process will remain unchanged. Please find the [SIS Instructions](https://registrar.osu.edu/sishelp/Grading/grading_enter_grades.pdf) and [Carmen Instructions](http://resourcecenter.odee.osu.edu/carmen/final-grades#publish-export) for the grade roster process.

As the Registrar continues to improve services to students, faculty, and staff, additional electronic form submissions will be provided.. If you have any questions or concerns regarding the Online Grade Assignment or Change Form submission, please work with your department scheduler and/or email registrar@osu.edu.

# ****Retaining Student Papers****

Papers cannot be left in boxes outside instructors’ offices for students to pick up after the end of the term, and grades can only be posted on or outside office doors under special circumstances. Doing otherwise is a violation of law as well as policy:

The Family Educational Rights and Privacy Act (FERPA) places legal restraints on the release of student records, including grades. Without the express consent of the student, grades may not be posted or announced in a manner that allows personal identification of the student. Thus, in most cases, posting grades by first or last names, initials, or social security numbers is not permitted under FERPA. Grades may be posted by a number or other symbol known only to the student and you. Furthermore, in an effort to maintain confidentiality, it is not advisable to leave exams, quizzes, or papers outside of your office to be picked up by students.

As to "retention or disposal of materials submitted to meet course requirements" Rule [3335-8-231](http://trustees.osu.edu/rules/university-rules/rules8/ru8-22-231.html) states:

* Materials submitted by a student to satisfy course requirements shall either be returned to the student or made available for the student’s inspection, after they have been marked or otherwise evaluated, before the end of the quarter, semester, session, or term in which the work is performed or, in the case of final projects and final examinations, no later than the fourteenth day of instruction of the following term [...].
* Materials of this kind which have not been returned to the student shall be retained by the academic unit or the individual instructor until the last day on which a grade change may be initiated as provided for in paragraph (A) of rule 3335-8-23 of the Administrative Code [i.e., "the end of the second succeeding term"].

Simply put, do not leave papers in the hall, but keep student papers for the next two terms; materials may be carried to the department office for disposal (shredding) at the appropriate time. Grade books should be kept indefinitely.

[Back to Top](#Top)

**Sample Evaluation of Teaching Form**

Course:

Term:

Instructor:

Student Course Evaluation

Please use a pen and answer each question as fully as possible. Please also remember to complete the online evaluation before the last day of classes. Thank you!

What is your class standing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_ What is your (expected) major? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Evaluate the effectiveness of the teaching in this course. Consider discussions, writing assignments, examinations, conferences, the availability and helpfulness of the instructor, etc.

2. How has your understanding of particular authors, texts, or ideas changed and developed? What texts have made the strongest impression on you, and why? Has this course changed any of your ideas and assumptions? What contributions has the course made to your education, including your critical-thinking and writing skills?

3. What other comments do you have about the course or the instructor?

**Sample Evaluation of Teaching Form**

Course:

Term:

Instructor:

Please write an evaluation of this course and its place in your own intellectual development. Issues you might address include the general topic and design of the course; the value of the readings, the assignments, and our discussions; my helpfulness, effectiveness, and availability as a teacher; and the most important thing or two you learned in this course. Please feel free to offer any suggestions you think would be useful to me in evaluating what worked well in this course and what could use some further refinement.

Your comments are very important. Like the SEIs, they will become part of my permanent file for my annual reviews and eventual promotion to full professor. I will read these evaluations and so will my senior colleagues. I will also use your comments to help me to continue to improve as a teacher and to revise this course when I next offer it. I appreciate the time you have put into your comments. They will not be available to me until after I have submitted your final grades.

Please rate the class overall. Excellent \_\_\_\_ Good \_\_\_\_ Fair \_\_\_\_ Poor \_\_\_\_

**Sample Evaluation of Teaching Form**

Graduate Evaluation

Please comment on this class in terms of the following issues: What you've gotten out of the class and in what ways the ideas addressed in the class will be useful to you in future endeavors (academic or otherwise); readings; integration of readings and class discussion; course structure; intellectual challenge; anything else you want me to know about your experience in the class.

Thank you!

**Sample Evaluation of Teaching Form**

Undergraduate Evaluation

Please comment on any aspect of the course or your intellectual development/learning in the course (e.g., class discussions, course topics, readings, assignments and in-class exercises, etc.).

How has this class influenced the way that you think about language?

**Sample Evaluation of Teaching Form**

EVALUATION OF TEACHING

Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term/Year\_\_\_\_\_

1. Please evaluate the teaching you’ve received this term in this course. Comment on aspects that were good and those that could be improved. Aspects you might want to consider include lectures and discussions, texts and/or reading selections, comments on written work, course requirements and

2. What have you learned this term that has helped you develop your skill as a writer and/or reader of literature?

3. Comment on the value of the assignments in this course (i.e., critical questions, 5-page papers, research paper) and on my evaluation of your performances.

4. How would you briefly summarize the instruction you’ve received in this course if another student asked your opinion?

5. Is there anything else you want to say about the course?

[Back to Discursive Evaluations](#top2)