AD Quarterly Guide

Fall
- Set up 1122 survey/upload collection in DU Assessment
- Be available on the last days of Discoveries to answer registration questions and process transfer requests
- Start of term, registration/Banner permissions/transfers
- Review course materials and compile annual review notes for Doug by early October
- Solicit teaching preferences and schedule classes for winter and spring.
- Work with Alex Bauer in the registrar's office to correct rollover schedule in Banner
  - Check for room assignment issues. (This is something Lauren might take over.)
- Work with CAC and office manager to collect and enter winter course descriptions before advising week
- Fall advising week event, emails
- Manage registration
- FSEM Committee Meeting
- Work with CAC to compile, analyze, and report Assessment Data to faculty
- Write/Post Assessment Plan and Assessment Results to DU Assessment (by Dec 15).
- Set up final portfolio collections in DU Assessment
- Touch base with adjuncts and new hires, at least at mid-term and just before end of quarter
- Attend transfer student orientations to help with advising and registration (if needed).

Winter
- Set up 1122 survey/upload collection in DU Assessment
- Start of term, registration/Banner permissions/transfers
- Make any schedule changes or Banner corrections for spring
- Work with CAC and office manager to collect and enter spring course descriptions
- Handle questions/issues/overloads for spring registration
- Set up final portfolio collections in DU Assessment
- FSEM Committee Meeting(s) and proposal Proposal Review
- Solicit interest and make schedule for summer teaching
- Enter changes from last year's summer schedule in Banner
- Start teaching observations and letters
- Touch base with adjuncts and new hires, at least at mid-term and just before end of quarter
- End of term, portfolio issues (student upload glitches, teacher access, etc.)

Spring
- Set up 1122 survey/upload collection in DU Assessment
- Start of term, registration/Banner permissions/transfers
- Complete teaching observations and letters
- Send call for adjunct applications to select English PhD students--4th year, experience in the Writing Center (preference given to those who served more than one year)
- Set up final portfolio collections in DU Assessment
- Touch base with adjuncts /newer faculty, at least at mid-term and just before end of quarter
- Collect and review adjunct applications and discuss needs/available lines with Doug; recommend/hire adjuncts
- FSEM Committee Meeting
- Solicit interest and schedule fall classes and FSEMs
- Enter changes from last year's fall schedule in Banner
- End of term, portfolio issues (student upload glitches, teacher access, etc.)

Summer
- Set up 1122 survey/upload collection in DU Assessment
- Set up final portfolio collections in DU Assessment
- Handle any registration issues or transfer requests (there usually aren't any issues with summer sections).
- Organize and participate in June assessment efforts
- Start on teaching reviews; Run Activity Insight Reports, average scores for each instructor and write paragraphs that report scores in comparison to program averages and synthesize student comments
- Design and lead Adjunct Orientation in August

Syllabus Checklist and Considerations

I suggest making your syllabus welcoming, not just a list of rules and warnings. Capture the flavor of your course and get students excited about the upcoming work while also explaining course requirements and policies clearly. If you need to make changes to your syllabus during the quarter, be sure those changes are given in writing and notify students in multiple formats.

All WRIT syllabi must include:

☐ Contact Info and Office Hours

☐ Course Goals from the Writing Program

☐ Course Requirements (Writing, Reading, Participation)

☐ Assessment Plan (Weight of various requirements, grading scale)

☐ Policies (attendance, late work, use of laptops, etc.)

☐ ADA Statement
Any student who requires special accommodations due to a defined disability should obtain appropriate documentation and meet with me as soon as possible. I will make every effort to ensure your comfort and ability to succeed in this course. All matters pertaining to your disability and accommodations will be handled in the utmost confidence. Please contact the Disability Services Program located on the 4th floor of Ruffatto Hall at 1999 E. Evans Ave. or 303.871.2278. Information is also available online at http://www.du.edu/disability/dsp, or see the *Handbook for Students with Disabilities.*

☐ Academic honesty/honor code
For ideas, see:
http://otl.du.edu/wp-content/uploads/2012/11/HC_Abstract_Samplesv3_1_.pdf

☐ Daily or Weekly schedule, including due dates for major assignments

☐ Assignments
You don't need detailed descriptions of major assignments in the syllabus, but a descriptive title or brief overview should be included. When you deliver specific assignments throughout the quarter, they should include process steps, dates, and assessment criteria. It is also useful to articulate relationships between assignment and course goals. Try to find a balance between the vague 3-liner and the overly directive three-pager.

First Year Writing Advising – Spring 2015

Course Selection

WRIT 1122 and 1622
Most students should enroll in WRIT 1122 or WRIT 1622 winter quarter. The attached flow chart will help you determine which course your advisee should select. Students who scored a 4+ on the AP Language and Composition, a 5 on AP Literature or a 5 on IB, however, can register for WRIT 1133 or WRIT 1633 in the winter if they choose.

WRIT 1133, 1633, and 1733
Almost all first year students should register for WRIT 1133, WRIT 1633, or WRIT 1733 *in spring quarter*. (WRIT 1633 is the Advanced Writing Seminar for confident writers who scored well on AP/IB but are not in Honors. This may also be a good choice for transfer students who have college writing experience and would benefit from a more rigorous research writing course.) The attached flow chart will help you determine which course your advisee should select.

Additional information about all of these courses is available at:
http://www.du.edu/writing/first-year.htm.

Class Section Selection

For each course, the Writing Program offers a variety of sections that differ in approach or theme, though they all meet the same learning outcomes. Please make sure that your advisees know they have choices and that they are likely to find the best fit if they consider section content as well as time. We post individual section descriptions for most winter and spring classes, especially those that have a unique theme or elements like service learning or multimodal composing. These section descriptions are listed at the end of this document, and they are available in Banner and on the DU Writing Program Website at:
http://www.du.edu/writing/firstyear/index.html.

Hybrid and Online Sections
This spring, the Writing Program will offer two hybrid sections; they will meet as a class one day a week (usually either Monday or Tuesday) and complete their work online the rest of the week. These classes are designed primarily for athletes and other students whose circumstances make it *particularly difficult* for them to attend class twice per week. We will also offer an online WRIT 1122 and 1133 for students who cannot meet at other times or will otherwise benefit from a distance learning option.

Our **hybrid sections** for spring quarter are:

     CRN 1747   WRIT 1133 – 24   10:00-11:50 M   Megan Kelly
     CRN 1755   WRIT 1133 – 32   10:00-11:50 TR   Rebekah Shultz Colby

We also now have a number of sections that meet MWF for 50 minutes, with students completing additional work online.

Our **online sections for** spring quarter are:

     CRN 3515   WRIT 1133 - 85   Brad Benz
     CRN 2888   WRIT 1133 - 97   Brad Benz
     CRN 2889   WRIT 1133 - 98   April Chapman-Ludwig

International Section

This spring, the Writing Program will offer one section of WRIT 1133i, which is specifically designed for international students who may not be ready for mainstream writing classes.

1764   WRIT 1133 - 44   12:00-1:50 M,W,F   STURM 235   Rountree, Casey E.

Students must get permission from the writing program to enroll in this section. If you have an international student who might need to enroll in a special section, please ask them to send their Name, DU ID#, and reason for choosing the International section to jennifer.campbell@du.edu. We will contact students and let them know when they have been given permission to register. Because space is limited, only those who really struggled in WRIT 1122 should apply, and please encourage accepted students to register for the correct section promptly.

Questions

If you or your students have questions about Writing registration, please contact:

     Jennifer Campbell, Assistant Director for First Year Writing
     Anderson Academic Commons 381B
     jennifer.campbell@du.edu
     720-350-8140 or x17698

Activity Insight User's Guide

Activity Insight is a means of uploading the same documents that you've been providing each year (see pages 26-30 of the Faculty handbook). We recommend that you write your materials in Word, as usual, then paste them in the appropriate places.

1. Log on to WebCentral and click on the faculty tab. The Activity Insight tab is on the left hand side. (see screenshot below).
   The "Manage your activities" buttons will launch Activity Insight, and the .pdf link below that, "Activity Insight User's Guide is a brief and handy way to user's manual to the software. I recommend browsing it.

2. Log on to Activity Insight. If it prompts you for a username and password, use the same as you do to log into WebCentral.

3. Once you are logged into Activity Insight, you'll see the screen below. Under "General Information" near the bottom you'll see a link named "**Writing Program Annual Reports**." Click on that link.

   Note: my screen might appear slightly different than yours because I have a lot more access to different things than you do. But the general ideas are the same.

4. The next screen is the home screen for the Writing Program Annual Report home screen. Click on "**Add a New Item**" to begin.

5. Now you've entered the actual database. Select the **2012-2013** option in the Academic Year to begin this year's annual report.

6. You'll see the text in the Activity Insight Annual Review is the same directions as what's been posted on Portfolio and is in the Faculty handbook. We're not asking you to do anything different, just post it in a different place.

   Note: The screen shots below do not contain the whole prompts, but are used for illustration only.

   First is the "**Review of Teaching**" section, you'll see a prompt, and then a box where you can simply copy and paste the text answering the prompt.

   Note: there is no word limit for this box, but there is no spell check nor is there formatting capability.

Review of Teaching

The program strongly values multiple measures, including review of course documents, classroom teaching, student evaluations, contributions to the program's teaching mission and environment, and the professor's own reflective analysis.

Provide an Analysis of Your Own Teaching Each Year (Due September 15)

Write a two- to four-page discussion of your teaching during the previous winter and spring. Comment on such things as your goals and approaches, challenges you encountered, and ways in which you were particularly successful in fostering student learning. Your statement will be most effective if you can point to specific artifacts that document your claims (assignments, student papers, classroom activities, etc.). These artifacts may be things that you've already gathered during the year, as part of the review process

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7. Next, you'll see space where you can upload artifacts.

If you click the blue question mark you'll see a pop out window with detailed explanation of what is required to upload here. Required uploads include student papers that you have commented on and syllabi. **Ideally, all of your teaching materials will be combined in one document**; however, if you need to load papers with comments separately, you may do so.
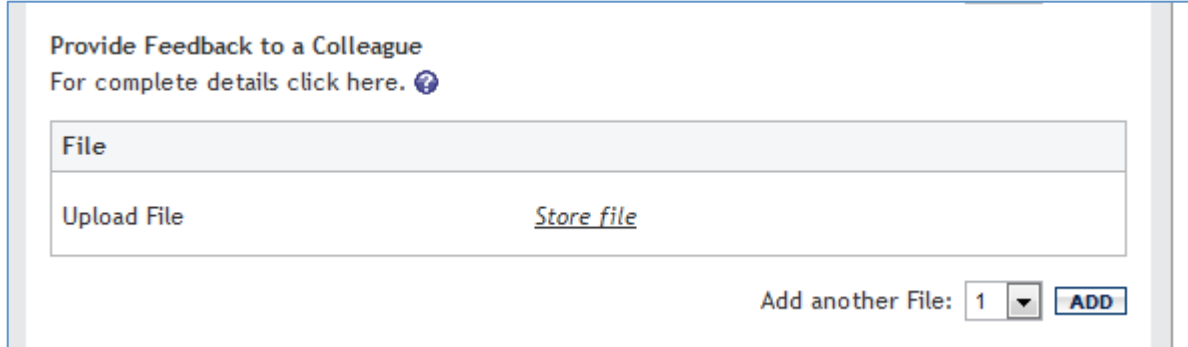
Upload Artifacts During Winter and Spring Quarters
Provide basic information about and artifacts of your teaching. These items should be in digital form.
For complete details click here.

File	
Upload File	Store file

Add another File: 1 ▼ **ADD**
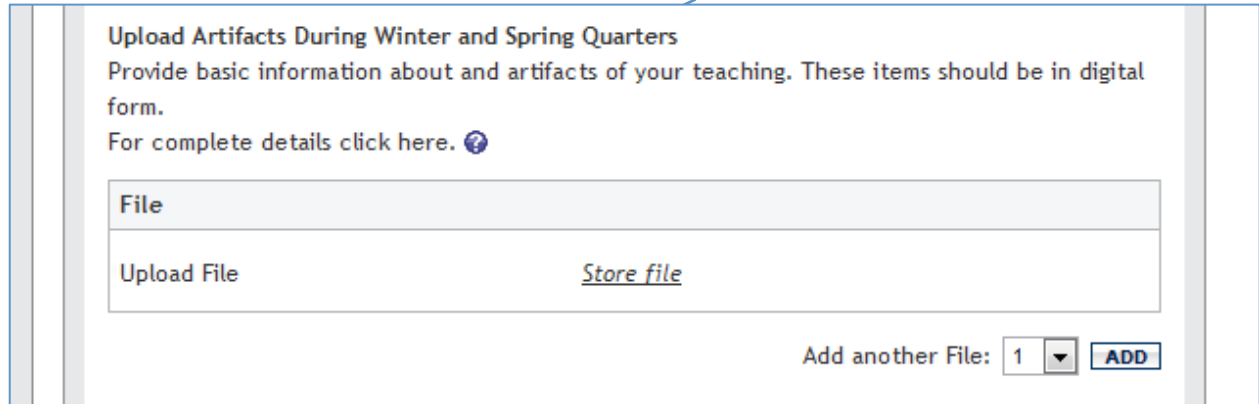
To upload files, click on "store file" indicated by the red arrow on the screen shot above. Once you click on that, a "choose file" button will appear. Click that and you can search for and select files that you want to upload.

File	⊠
Upload File	"Bean Chapter 1.pdf" *(You must save this record to retain this file.)* *Delete file*

File	⊠
Upload File	Store file

File	⊠
Upload File	Store file

File	⊠
Upload File	Store file

File	⊠
Upload File	Store file

Add another File: 1 ▼ **ADD**
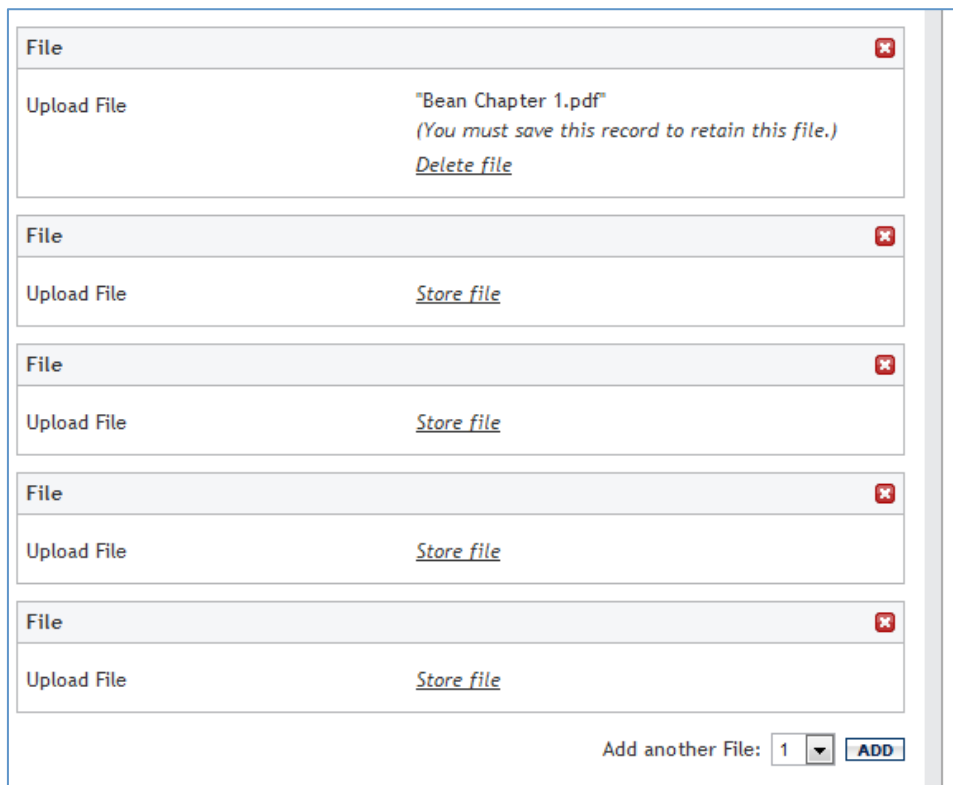
Note: There are an unlimited number of files you can upload here. After I uploaded my first file, I selected "4" in the drop down box indicated by the blue arrow below, and clicked add. Now I can quickly search and select four additional files to upload. Any file type can be uploaded-- word, pdf, sound or multimedia files. **The files won't be saved to your annual report until you hit SAVE at the bottom of the screen.**

8. Example of feedback to a colleague. If you met with a teaching partner last year, please share the feedback you provided to that person. For example, if you wrote a class observation, upload that file. You upload the documents the same way as you did above.

Provide Feedback to a Colleague
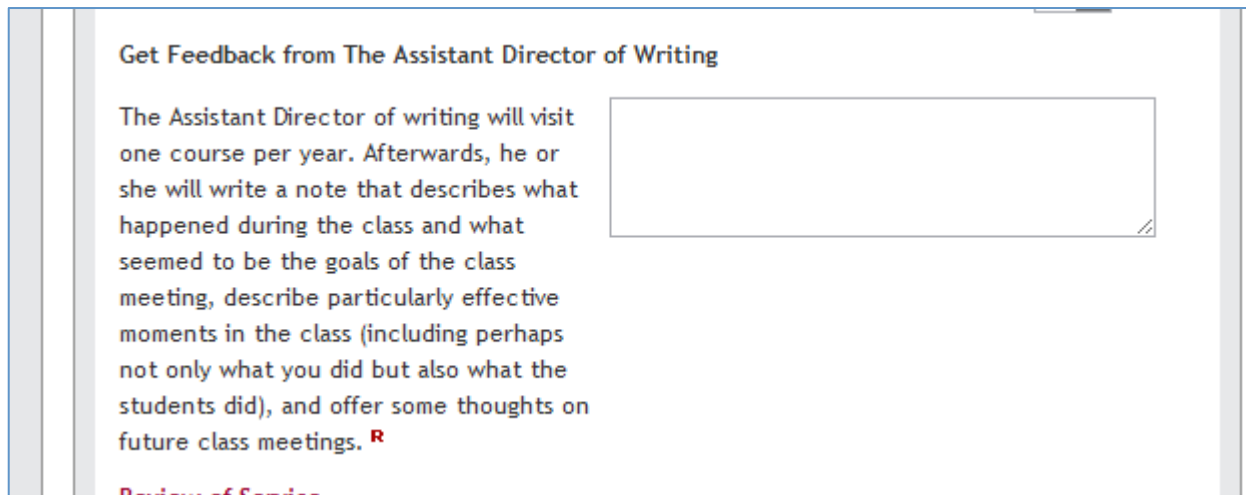For complete details click here. ❓

File	
Upload File	_Store file_

Add another File: 1 ▼ [ADD]

9. Next comes an area for the feedback from the Assistant Director of First Year Writing. You do nothing here.

This is something Jennifer writes, not you. Third, once Jennifer has written some feedback, she'll send it to the office manager (me!) and I will upload that information for you. The little red **R** at the bottom of the text means that you can read the feedback once it's posted later, but can't edit it.

Like everything else, this creates a record that you can go back and view in the future for your own information and professional development.
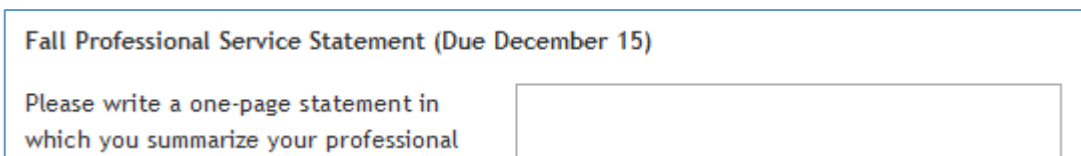
Get Feedback from The Assistant Director of Writing

The Assistant Director of writing will visit one course per year. Afterwards, he or she will write a note that describes what happened during the class and what seemed to be the goals of the class meeting, describe particularly effective moments in the class (including perhaps not only what you did but also what the students did), and offer some thoughts on future class meetings. **R**

Review of Service

10. Review of Service Sections—Fall Professional Service

This segment should be filled out in Dec. Do not do anything with it now, just skip it and leave it blank.

Fall Professional Service Statement (Due December 15)

Please write a one-page statement in which you summarize your professional

11. Winter through Summer Prof. Service.

Please follow the directions and copy and paste text into the boxes.

If you have supporting artifacts, you can upload those files where indicated by the red arrow.

12. The final section to be filled out is your statement of next year's goals. Cut and paste text into the box, and if you have an artifact to upload, you can upload it here.

Statement of Next-Year's Goals (Due September 15)

This statement should look forward rather than back. Explain your service and professional goals for the upcoming year, including your plans for your fall professional service. Be realistic about goals that you can likely achieve; "have papers accepted for presentation at regional conferences X and Y" is probably a better goal than "win the CCCC Outstanding Book Award." A paragraph to a page should be enough. If you're including supporting artifacts, please list those artifacts at the end of the statement. See note below.

File	
Upload File	Store file

Add another File: 1 ▼ ADD

13. Make sure to **save!**

Note on Supporting Materials: Other supporting materials could include things like letters, programs, copies of publications or documents, copies of presentations, slides, etc. Make sure they're clearly labeled and easily understood by a busy person dealing with lots of documents.

SAVE AND RETURN   SAVE AND ADD ANOTHER   RETURN (CANCEL)

Legend: * Required   R Read Only