



Program in Rhetoric and Composition  
Department of English  
Fall 2021



UNIVERSITY OF  
ARKANSAS®

Handbook Version 4.0, Fall 2021

All photos provided by Adam R. Pope

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Earn 10 professional development points from engaging in any combination of the following activities: 27

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## A Message from the Director

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Welcome to the Department of English and the Program in Rhetoric and Composition! I'm Dr. Pope, the current director of the RCO. As you start the semester this fall, you'll be entering into service as one of graduate teaching assistants and joining one of the largest cohorts of teaching assistants on the entire campus of the University of Arkansas. Our office coordinates the undergraduate education of over 6000 students in any given academic year, and you are an integral part of that effort.

I am now in my third year as interim director of the program, and we've made a lot of exciting changes over the past few years to do our best to adapt courses and coursework to the needs of our undergraduate population while concurrently doing our best to provide durable and meaningful support to our teaching assistants.

We are always here to help each of you. Supporting teaching assistants is a large part of what this office does, and probably one of our favorite parts of the job in general. Do not hesitate to ask us questions or come in for help or advice. We're always here to support you!

-Dr. Adam R. Pope



## A Message from the Assistant Director

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I'm LewEllyn, the Assistant Director of the Rhetoric and Composition Program, and I want to also welcome you to the University of Arkansas, the English Department, and particularly to our Program as a graduate teaching assistant. This is an important role, one that serves those three entities as well as so many individual students. Our Composition I and II courses, that you will teach this year, are the only two courses required for every student at the U of A, in any major. They lay a foundation of reading, writing, and thinking skills that engender academic success and retention for thousands of students. I point this out to let you know how appreciated you will be, and how seriously we take your efforts. We know this is a challenging time to begin your experience, but we'll do our best to train and support you throughout this semester and all your time with us. We look forward getting to know you!

K I M P E L  
H A L L

Program Overview

## About the Program in Rhetoric and Composition

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The Program in Rhetoric and Composition develops and manages writing courses that help students become better writers and rhetoricians. These courses emphasize the development of the reading, writing, and thinking skills necessary for student success in the University and beyond. In addition to first-year writing, the Program offers undergraduate courses in developmental writing, advanced composition, technical writing, and first-year World Literature. A Focused Study in Rhetoric and Composition is also available as a secondary emphasis for students working towards the Ph.D. in English or the M.F.A. in Creative Writing.

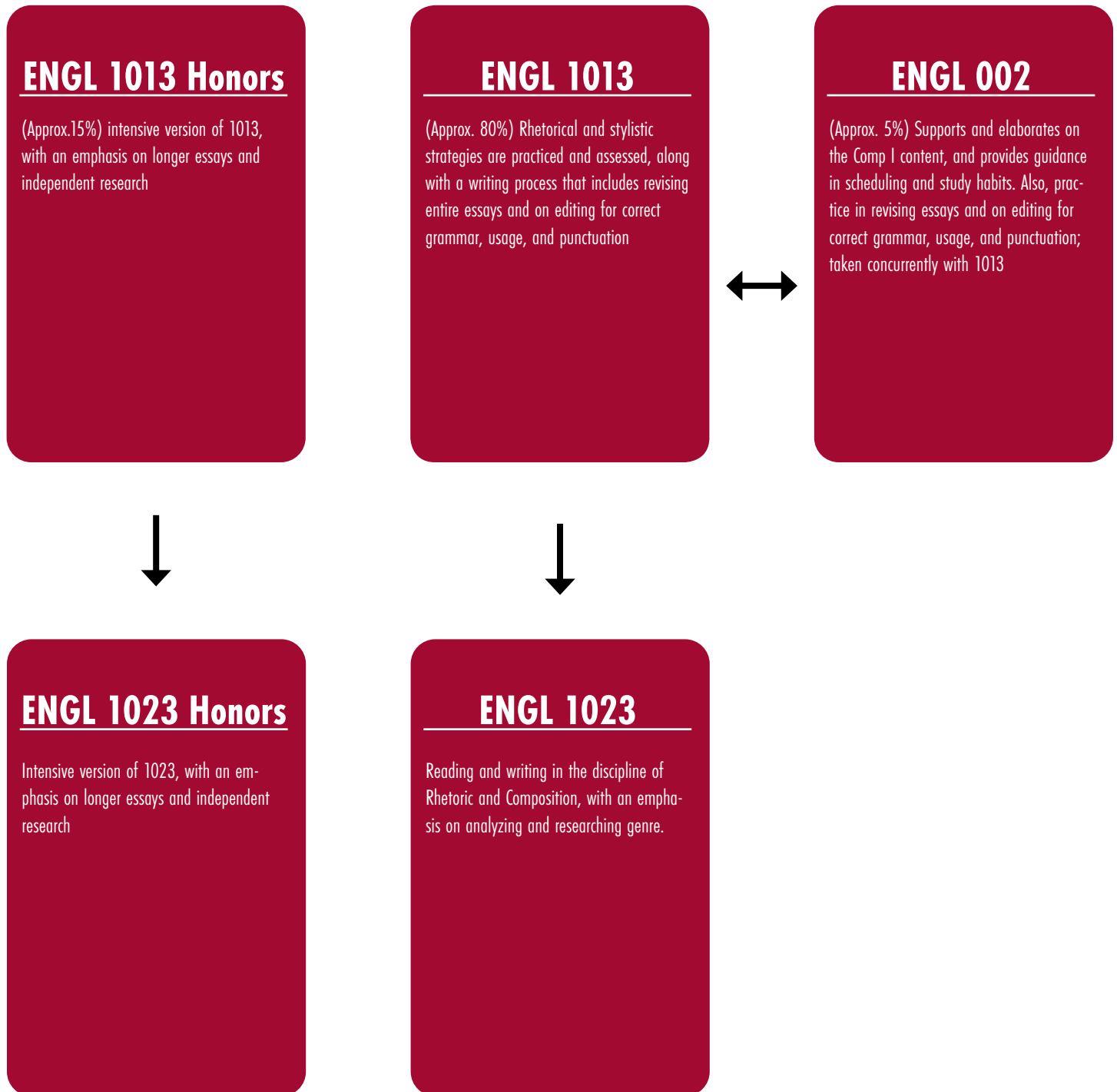
We are also responsible for the scheduling of all Composition and World Literature I & II courses, the evaluation of Transfer Credit Petitions for Composition courses, the approval of credit by examination petitions, the managing of the Jessie O'Kelly freshman essay annual award, the periodic assessment of Composition I & II courses, and the regular updating of the curricula for the ten courses under our purview.

The Program currently boasts the largest teaching staff at the University of Arkansas, regularly employing over 100 teachers at the various ranks of Instructor and Graduate Assistant. As part of our commitment to providing pedagogical support for graduate teaching assistants, we train our teaching staff in pedagogy through courses, workshops, and peer and faculty mentoring programs.

# The First-Year Composition Curriculum

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The main purpose of the curriculum in first-year composition is to help students with the reading, thinking, and writing processes associated with academic discourse. As students receive instruction in critical reading and writing, they learn and practice intellectual and rhetorical strategies (such as analyzing complex issues for an audience), as well as more basic skills (such as editing their prose for standard English). The curriculum, which offers a sequence of five interrelated courses, accommodates students who have different educational backgrounds. The flow of students is indicated below:





## Advanced Courses with Teaching Opportunities

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Teaching Assistants funded by the English Department are required to teach ENGL 1013 and ENGL 1023 before they may teach any of the other courses under the purview of the Program in Rhetoric and Composition (PRC). Below you'll find a brief list and description.

### Advanced Composition Courses

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#### ENGL 1033

Technical Composition. An alternative to Composition II that focuses on the professional and technical aspects of writing.

#### ENGL 2013

Essay Writing. A course situated around the writing of the classic essay.

#### ENGL 3053

Technical and Professional Writing. A course that introduces students to Technical Writing as a subject area and professional concern.

#### ENGL 2003

Advanced Composition. A course currently articulated as introducing students to Writing in the Disciplines.

### World Literature Courses

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#### WLIT 1113

World Literature I. Covers early world literature from beginnings to 1665.

#### WLIT 1123

World Literature II. Covers more modern world literature from 1665 onward.

### Creative Writing Courses

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#### ENGL 2023

Creative Writing I. Open only to MFA students.

#### ENGL 3013

Creative Writing II. Open only to MFA students.



# Program Policies

## Foregrounding Diverse Perspectives

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Starting in the fall of 2020, the Rhetoric and Composition Office mobilizes the Foregrounding Diverse Perspectives policy. This policy is part of the university's push towards changing how we teach to make the university a place that more explicitly values and centers diverse perspectives. As part of our proud liberal arts tradition, we see this as yet another way to prepare students to be better, more well-rounded citizens. This policy is mandatory and must be included and followed in all RCO courses.

As a teaching assistant, this means you need to start each unit with a reading that is outside of mainstream American educational cultural norms. You can use these readings to explain the unit's subject or you can use them as a subject for analysis using the unit's content. The goal of this policy is to move from making diverse content a secondary topic into having it serve a transformative role. We learn when we come to understand the world in different ways, and by placing this content at the start of a unit rather than at the end of as an afterthought, we reframe our classroom discussions around a broader set of ideas.

### Syllabus Statement

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In this course, we're going to push to open ourselves up to new ways of seeing the world and its people. Each unit will begin with an outside reading that will help us center the current unit's conversation from a perspective that you might not otherwise encounter in a standard textbook. Our goal in doing this is to encourage you to think outside of your normal approach to problems, issues, and culture, and to help us all understand the value that diversity and diverse perspectives bring to our work and lives.

## Family Educational Rights and Privacy Act (FERPA)

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The University of Arkansas Office of the Registrar provides the following information on FERPA for those teaching at the institution:

As an employee of the University of Arkansas, you will most likely encounter confidential student information in the course of your everyday work. You have a responsibility to protect educational records in your possession even if you don't directly work with this information on a regular basis as part of your job duties.

This listing of confidential information is protected by FERPA and includes, but is not limited to:

- Transcripts
- Applications
- Personnel files
- Personal information
- Financial information
- Records or other forms of individually identifiable information
- Conversations about personal matters pertaining to a student

### FERPA at a Glance

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A federal law designed to protect the privacy of educational records. It also provides guidelines for appropriately using and releasing student educational records. It is intended that the student's rights be broadly defined and applied. Therefore, consider the student as the "owner" of the information in his or her academic record and the University as the "custodian" of that record.

### Special Exceptions

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Generally, schools must have written permission from the student to release information from a student's record. However, FERPA allows schools to release them without consent to the following parties:

- School officials with a legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Accrediting organizations
- Compliance with judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities within a juvenile justice system pursuant to specific state law

## FERPA FAQ for Faculty and Instructors

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### Posting Grades

Since grades can never be directory information, it is inappropriate to post grades in a public setting. An instructor may, however, post grades if the grades are posted in such a manner that only the instructor and the individual student can identify the individual and his/her grade. Grades should never be posted by any portion of the SSN. Additionally, it is recommended that such a posted list should not be in the same order as the class roster or in alphabetical order.

### Web-Based Tools to Support Classes

Courses supported by class websites and/or discussion groups must take extra precautions to not inadvertently release non-directory student information. Only directory information can be available to the general public and other class members, so it is recommended that such Web-based tools employ a security layer so that only class members and instructors can access appropriate information.

### Students Opting for No Release in the Classroom Setting

Students cannot choose to be anonymous in the classroom setting. If a student has chosen “no release” for his or her directory information, that does not mean that an instructor cannot call on him or her by name in class or that the student’s e-mail address cannot be displayed on an electronic classroom support tool such as a discussion board, blog or chat feature.

### Return of Assignments

Personally identifiable information about a student may not be disclosed without the student’s express written permission. So, extreme care should be used to protect such information when returning assignments to students.

### Letters of Recommendation

Writing a letter of recommendation may require express, written permission from the student to allow you to (1) access the student’s educational records and (2) disclose confidential information about the student to a third party. A faculty member may access a student’s educational records without the student’s written permission only if specific job duties, such as the duties of an academic advisor, require access to these records. However, a faculty member, or any other appropriate university official, may not disclose confidential information from a student’s educational records to a third party without express written permission from the student. Personal observations about a student may be disclosed without the student’s consent.

### Disposal of Confidential Information

Dispose of all material containing confidential information, such as tests, papers or class rosters by shredding or placing them in a receptacle intended for the collection of material to be disposed of in a secure manner.

### Accessing Confidential Student Information

Access to personally identifiable information contained in educational records may be given to appropriate University administrators, faculty members or staff members who require this access to perform their legitimate educational duties. Faculty members do not have access to student academic records unless their normal job duties specifically require access. This type of access is termed “legitimate educational interest”.

## COVID-19 Policy in 2021-22

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During this year, the Covid-19 pandemic will continue to evolve. Please note that all policies in this handbook are overwritten by any relevant Covid policy. We will not be able to keep the handbook updated with all relevant Covid-19 materials, so please rely on University communications and Departmental and RCO communications to keep track of what the current pandemic-related policies are.

# Teaching Assistant's Responsibilities

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The following are the responsibilities of all Teaching Assistants under the supervision of the PRC Office. While mainly related to teaching, your responsibilities also include participation in training programs and activities, and submitting information and materials to the Program in Rhetoric and Composition (PRC) office when requested. Please familiarize yourself with these responsibilities and take them seriously. Failure to uphold them could result in disciplinary action, including the loss of your assistantship. If you have any questions, please ask us for assistance.

## Classroom Responsibilities

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All teaching assistants are expected to teach their classes in the designated room at the designated time. In cases where a teaching assistant is unable to teach for various reasons, there are a few steps that need to be taken. First and foremost, the Dean of Fulbright College requests that any instructor of record absence must be reported and recorded within one week of the absence. Please consult the Composition Office for this form. Refusal to hold class regularly can lead to a teaching assistant's termination.

## ADA Accommodations at the University

As noted in Policy 203.1, the University of Arkansas takes the accommodation of students and employees seriously:

"It is the policy of the University of Arkansas (University) to provide equal access and opportunity to qualified persons with disabilities in compliance with Section 503 and 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act (ADA) of 1990; and the ADA Amendments Act (ADAAA) of 2008. The University prohibits discrimination based on disability in all services, programs and activities, aspects of the application process and employment relationship. The University will make good faith efforts to provide reasonable accommodations to applicants, employees, students, visitors, and participants in programs and services."

Employees may access these accommodations through two routes: the Center for Educational Access and the Office of Equal Opportunity and Compliance. See below for specifics on contacting each office.

## Center for Educational Access Student Accommodations related to ADA

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

## Office of Equal Opportunity and Compliance Policy Related to ADA

The OEOC website states the following regarding accommodations for employees:

"To request a reasonable accommodation for a disability, including pregnancy related disabilities, to perform the essential functions of the job, to gain access to the workplace, or to enjoy equal access to benefits and privileges of employment (e.g., trainings, office-sponsored events, travel, etc.), an employee should submit a reasonable accommodation request. Note that, in order to assess any request for a reasonable accommodation, the University may require a written document from a licensed physician or other health care provider certifying the nature and type of physical or mental disability of the employee prior to making any decision regarding the request for reasonable accommodation."

## Religion and Faith Based Accommodations at the University of Arkansas

The University of Arkansas also takes faith-based accommodations seriously, based on Title VII of the Civil Rights Act. The OEOC website states the following on the matter:

"Title VII of the Civil Rights Act of 1964 prohibits employment discrimination based on religion. This includes refusing to accommodate an employee's sincerely held religious beliefs or practices unless the accommodation would impose an undue hardship (more than a minimal burden on operation of the business).

A religious practice may be sincerely held by an individual even if newly adopted, not consistently observed, or different from the commonly followed tenets of the individual's religion.

A religious accommodation is any adjustment to the work environment that will allow an employee or applicant to practice his or her religion.

The need for religious accommodation may arise where an individual's religious beliefs, observances or practices conflict with a specific task or requirement of the position or an application process. Accommodation requests often relate to work schedules, dress and grooming, or religious expression in the workplace. If it would not pose an undue hardship, the employer must grant the accommodation."

### Rhet/Comp Office Policy Regarding Instructor Absences

In the Rhet/Comp Office we realize that instructors may have various reasons they are unable to teach on any given day. To respond to such instances, we have the following policies that teaching assistants and instructors of record must follow:

#### **Conferences, University Events, and Religious Observances**

In cases where a teaching assistant will be attending a conference, attending a University-sponsored event, or will need to observe a particular facet of their religion, the Rhet/Comp Office asks that impacted assistants furnish the Office with a list of the dates that will be covered within the first two weeks of the semester. On such days, unless there are specific reasons to avoid the following, teaching assistants are expected to create alternative instruction for their classes online. These do not have to be synchronous classes. Students should simply be given an appropriate amount of work for the day and some method of assessing student work for those days should be implemented.

#### **Sickness and Unexpected Emergencies**

In cases where a teaching assistant suddenly falls ill or is unable to hold classes due to an emergency in their life, the assistant should reach out to the Rhet/Comp Office to request a substitute. The Office will either substitute the class when possible, depending on availability, or coordinate cancellation of that class session.

### Circumstances for Suspension or Termination of Teaching Assistants

Teaching Assistants serve at the pleasure of the Graduate School and the Rhetoric and Composition Office. An assistantship is a privilege and not a right. The role of the teaching assistant is one that comes with great responsibility, and the continuation of any teaching assistant's contract falls under Board Policy 500.1, quoted in its entirety below:

#### TERMINATION OF APPOINTMENTS

Graduate assistants, graduate associates, and teaching assistants (hereinafter collectively referred to as "graduate assistants") assist with University programs and research but are first and foremost students. Subject to the procedures set out below, their appointments may be terminated at any time for convenience or for cause, or due to abandonment of the assistantship, or may be terminated following notice for unsatisfactory performance.

(A) Termination for convenience shall be effected by giving written notice, at least sixty (60) days in advance of the end of the appointment.

(B) With respect to dismissal for cause<sup>1</sup>, excluding unsatisfactory work performance, dismissal shall be effective immediately upon notification, and no advance notice shall be required, although the graduate assistant may seek post-termination review of the action pursuant to the campus grievance procedures for graduate students.

(C) Termination due to abandonment of the assistantship shall be effective immediately upon notification.

(D) With respect to unsatisfactory work performance, graduate assistants shall be given written notice of the possibility of termination, with a statement of actions pertaining to the duties of the assistantship to be taken within a specific time period to achieve satisfactory performance. These expectations must be appropriate to the nature of the appointment. If a graduate assistant so notified does not meet the requirements of satisfactory performance within the time frame specified, the student may be terminated from his or her appointment immediately.

(E) In the case of grant termination or loss of appropriated funds, termination may be immediate or with reduced notice.

For purposes of this policy, expiration of appointment, or non-reappointment, is not a termination. Further, "graduate assistant" refers to all of those graduate students who are receiving a stipend and/or tuition benefits in exchange for duties associated with a University department or unit. These positions may be referred to as graduate associates, graduate assistants, senior graduate assistants, teaching assistants, fellows, or the like.

<sup>1</sup> For purposes of this policy, grounds to terminate the appointment of a graduate assistant for cause include, but are not limited to those examples set out in Board Policy 405.1, which applies to faculty.

Regarding terminations for cause, teaching assistants are governed by Board Policy 405.1, quoted partially below:

Cause – Cause is defined as conduct that demonstrates the faculty member lacks the willingness or ability to perform duties or responsibilities to the University, or that otherwise serves as a basis for disciplinary action. Pursuant to procedures set out herein or in other University or campus policies, a faculty member may be disciplined or dismissed for cause on grounds including, but not limited to, (1) unsatisfactory performance, consistent with the requirements of section V.A.9 below, concerning annual reviews;[2] (2) professional dishonesty or plagiarism; (3) discrimination, including harassment or retaliation, prohibited by law or university policy; (4) unethical conduct related to fitness to engage in teaching, research, service/outreach and/or administration, or otherwise related to the faculty member’s employment or public employment; (5) misuse of appointment or authority to exploit others; (6) theft or intentional misuse of property; (7) incompetence or a mental incapacity that prevents a faculty member from fulfilling his or her job responsibilities; (8) job abandonment; (9) a pattern of conduct that is detrimental to the productive and efficient operation of the instructional or work environment[3]; (10) refusal to perform reasonable duties; (11) threats or acts of violence or retaliatory conduct; or (12) violation of University policy, or state or federal law, substantially related to performance of faculty responsibilities or fitness to serve the University. Nothing in this provision is intended to inhibit expression that is protected under principles of academic freedom, or state or federal law.

### Code of Student Life and Teaching Assistants

As teaching assistants are concurrently members of the study body, in some cases their continued employment as assistants may be threatened by a violation of the Code of Student Life. If a student is expelled or censured due to a Code violation, the student’s assistantship may be impacted as well. The Student Code of Life can be found at <http://handbook.uark.edu>. A general overview of the Code and its purpose from that website reads as follows:

Students share the responsibility for maintaining an environment in which the rights of each member of the academic community are respected. All students and their guests shall be responsible for conducting themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. When asked to report to any University office in conjunction with a disciplinary matter, a student is expected to appear at the time specified or to arrange another appointment. Any student found responsible for a violation outlined in the Code of Student Life is subject to disciplinary sanctions, and they may expect more significant sanctions relative to the severity of the offense and/or if found responsible on multiple occasions.

Teaching assistants are encouraged to become familiar with the Code of Student Life as it relates to their own status as students as well as the conduct of the students under their supervision.

### A Note on Doctoral Academy Fellowships and Assistantships

Students with Doctoral Academy Fellowships hold their fellowship concurrent with their teaching assistant position. In the case where a graduate student loses their assistantship, they will also lose their fellowship.

### Student Absences

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You must have a clear attendance policy. The University expects students to attend class regularly; if possible, students should report to you if they are to be absent. Please tell your students to call you at your office or e-mail you personally.

The University has not spelled out its policy on the number of absences permitted each student, but every instructor is required to have an attendance policy. This policy must be clearly detailed in the written Policies and Procedures portion of your syllabus. Here are reasons for excused absences as stated in the Faculty Handbook:

Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students’ Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.

Although students who have missed class will sometimes bring you medical slips from a doctor or the Health Center, and although you will sometimes be notified

by coaches or band directors that students were absent because they participated in a University activity, there is no University policy requiring an instructor to permit students to make up work except for religious holidays. You will have to use common sense in designing your attendance policy.

Furthermore, you must have an inclement weather policy. If the university remains open while the roads are somewhat hazardous, your students need to know your expectations. Some instructors have a set of back-up assignments, for students to complete from home on inclement weather days. More and more students live off-campus and even outside Fayetteville, so consider how you will deal with this in your policy. The policy should be clearly spelled out in your syllabus.

## Office Hours

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You must announce to your students the three hours per week when you will be in your office, and you must keep the announced schedule. If possible, do not use only the MWF or the TTh sequence for your office schedule. Try to vary the days and the hours.

You will also have to make special appointments for some students, but urge them to see you during regular office hours. Don't collect too many appointments; your graduate work may suffer. If a student doesn't appear on time, don't wait. Because we expect you to be a conscientious teacher and student, you must allot only a reasonable amount of time for personal conferences with students. Try to have at least two conferences with each student during the semester.

## Offices

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As soon as office assignments are made, the office staff will inform you of the office you will occupy. (For the issuance of your office key see the Key Policy page in this handbook.) If your office assignment is changed or if you leave the department, please be sure to remove all of your belongings.

All staff members must help create an atmosphere of courtesy in the office. Many TAs will be sharing desks and office space, so it is imperative that TAs respect each other's belongings, demonstrate professional behavior, and coordinate their use of the shared space. Professional courtesy and decorum must be observed particularly when undergraduates engage in required conferencing with instructors or otherwise make use of the latter's office hours. Grievances regarding inappropriate TA behavior may be brought to the attention of PRC administrators.

**When your office is empty, please make it a habit to close and lock your office door to protect your belongings and those of office mates.**

Please do not use nails, glue, etc. to put up pictures and posters or otherwise deface the walls of your office.

## Teaching Materials

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Desk copies of required texts and syllabi, policy, and assignment templates will be provided for all the courses you teach. Course materials can be found online at the AER Wiki: <http://aer.uark.edu/doku.php?id=pedagogy>.

At the beginning of the semester, submit an electronic copy of the complete syllabus for the course or courses you're teaching to the PRC office, at [rhetcomp@uark.edu](mailto:rhetcomp@uark.edu).

At the end of the semester, you will be required to submit an electronic copy of your gradebooks as well. We keep these on file to more easily deal with disputes students might raise after they are out of your class, or even after you have left the program. You will meet with a member of the PRC office at the end of your first semester to review your grades before you submit them.

Failure to follow curricular guidelines can result in the suspension or termination of a teaching assistant's contract.

## Classrooms

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Unless instructed to do so, please do not change the room in which your class meets.

Do your best to leave your classroom in a neat condition: ask students to arrange chairs in a row, deposit garbage in wastebaskets, and place recyclables in recycling containers. Be sure to erase the chalkboard/whiteboard, turn off the projector if you used it, and log out of SMART electronic equipment.



It is very important that you remember to close the doors of rooms with computer equipment in them when you leave. The projectors in SMART classrooms are particularly vulnerable to theft and to malfunction if left running. The college may not be able to replace them if we aren't good stewards of our resources.

If you are scheduled to teach in a SMART room, you will need the door code to access the room. Ask the personnel in the English Department's main office for the code or request it from the tech center in charge of the building in which that room is located. (These tech centers are listed on the lecterns in the classrooms.)

### Contact Information Cards

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Soon after classes begin, you will be asked by the English Department to fill out a contact information survey. It must be completed by the end of the second week of the semester. The main office will keep this information on file. Be certain to keep it up to date by informing the clerical staff of any changes in address, telephone number, class schedules, or office hours. Note that each TA must have a working telephone number that the English Department or the PRC Office can use to contact him or her. If you do not want your telephone number given to students, please indicate that fact on the survey.

### Teaching Preferences

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Every semester you will be required to submit a list of courses and times you would like to teach during the following semester. See the section "Teaching Assignment Preferences" below for full details.

### Security of Examinations

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All teaching personnel must be mindful of the security of examinations. Do not leave exams in unsecured locations, including shared offices, and do not put copies into the wastebasket. Dispose of copies of exams in the shredder in the English Department.

### Amorous Relationship Policy

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Teaching assistants may not enter into an amorous relationship with any student under their supervision during the academic semester. In cases where a relationship already exists at the start of the term, a disclosure must be filed in the Composition Office and proper steps must be taken to ensure fair and objective evaluation of the work done by those involved in the relationship. Failure to follow this policy can result in the suspension or termination of a teaching assistant's contract.

# Key Policy

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## Key Issuance

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You will be issued keys to KIMP 331, KIMP 206, your office, and Kimpel Hall. To get these keys, pick up key authorization cards from the English Department office staff and take them to the Key Office in the Facilities Management Building (Service Center entrance on Mitchel Street and Razorback Road), where you will need to present your UA ID.

## Key Return

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Upon termination, graduation, or transfer, keys must be promptly returned to the Key Office, not the department. Keys are not transferable. Upon termination, final paychecks will be held until all keys are returned. A student's transcript will be held until all keys are returned.

## Lost or Stolen Keys

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If a key is lost or stolen, the appropriate dean or department head should be notified immediately. The individual losing the key and the department who authorized the issuance of the key will be assessed a five-dollar charge as well as any necessary building re-keying charges.

## Re-keying/Lock Repairs

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All lock repairs, re-keying, and duplication of keys will be performed by Physical Plant personnel. The use of non-University locksmiths or the attempted repair or relocation of locks by faculty, staff, or students is expressly prohibited. Requests to re-key facilities, rooms, etc., must be submitted to Physical Plant for review and approval.

# English Department Main Office

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## Mail

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Your campus mail, United States mail, and various announcements will be placed in a mailbox provided for you in KIMP 331. Please check it regularly, especially at the beginning of the semester, and do not have personal mail delivered to it. You also need to activate your UARK email account as soon as possible and to check it at least once per day for important notices

## Department Mailboxes

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Every department in Kimpel Hall has a place in KIMP 331 for receiving mail. The metal tray on the English shelf is for outgoing U.S. mail, but only the main office staff are authorized to use it. Do not use the tray for deposit of personal mail.

## Maintenance Problems

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Please report such things as leaks, broken window shades, missing office furniture or personal belongings, and temperature aberrations to the office staff in KIMP 331.

## Office Staff

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Office personnel are here to assist you, but they may not always be able to attend to your requests immediately or provide the answers you would prefer. You are to be as courteous to them as you would be to any other University official. The abuse of support staff and of the material resources they provide to you is intolerable and will result in suspension of privileges and possibly the rescinding of your assistantship.

# Teaching Assistantship Limits and Finances

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## Term Limits

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Assuming that satisfactory progress toward a degree and teaching duties are being met, the following are the maximum number of semesters that Teaching Assistants may expect to have their assistantships renewed: four semesters for an M.A.; eight semesters for an M.F.A.; eight semesters—beyond the M.A.—for a Ph.D. Should a graduate student receive a summer assistantship at any point, the summer assistantship will not deduct from the assistantship covering the fall-spring academic year; for example an M.A. student who has taught two semesters may teach one course during the summer, and still expect to receive an assistantship for two semesters more.

Teaching Assistants may petition for an extension of their assistantship beyond these limits. Such petitions are subject to the approval of the Director of Composition and the Dean of the Graduate School. The petitions will be considered on a case-by-case basis, and extensions will be granted only on the basis of extenuating circumstances having impacted the petitioner's progress toward completion of the degree.

## Course-Release Policy

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In order to assist in the timely completion of their terminal degrees, M.F.A. and Ph.D. students who, as a result of having held an assistantship awarded by the English Department, have taught at least four semesters for the Program in Rhetoric and Composition will be granted a course release in the fall and spring semesters of their fourth year in their respective degree programs. This course-release will reduce the TA's teaching load to one section each semester, to allow more time for the intensive writing and revision necessary to completing a doctoral dissertation or M.F.A. thesis.

## Financial Matters

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The annual stipend awarded to each TA is indicated in the contract issued by the Director of the Program in Rhetoric and Composition, and the stipend amounts differ in accordance with the TA's Senior or Junior status; the distinction is based on the completion of 30 graduate hours within the student's current degree program or admission into the program with a Master of Arts degree.

TA stipends are figured on a nine-month appointment and disbursements occur at the end of each month, August through April. The August check will be for half of the normal amount, and TAs will receive a final half check mid-May. Stipends are not paid during the summer except to recipients of summer assistantships or fellowships requiring the stipend to be placed on a twelve-month disbursement schedule.

Stipends are subject to state and federal income tax. For more information visit: <http://hr.uark.edu>

In addition to an annual stipend, Teaching Assistantships carry a tuition waiver for the semester—and the intersession that precedes it—during which the assistantship is held. Teaching Assistantship holders with a 50% appointment (those teaching two sections or the equivalent 20 hours per week) are classified as in-state students for tuition purposes.

Miscellaneous fees (activity fees, college fees, etc.), books, housing and other expenses are not covered by the assistantship. More information regarding fees can be found here: <http://catalog.uark.edu/graduatecatalog/feeandgeneralinformation>

TAs are eligible for enrollment in the University's Student Health Insurance Plan at a discounted rate. Details are available from the Director of Benefits in the Office of Human Resources: <http://hr.uark.edu>





Teaching Assignments

# Teaching Assignment Procedures

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Each semester, you will be asked for information to help determine your teaching assignment for the following semester. Scheduling is determined well ahead of the target semester, so when the call for scheduling preferences goes out, be mindful that your reply is needed by the deadline. Please note that you will be asked for preferences regarding the courses and times you would like to teach—while the PRC’s administrative staff does its best to accommodate these preferences, there are no guarantees that you will get your choices in either scheduled times or courses. Assignments are tentative and dependent on adequate enrollment in each section, and changes may happen up until the semester begins. You will be notified of your teaching assignments as soon as possible. Typically, you will know your tentative assignment for the spring semester before the end of fall, and your fall and/or summer assignment by the end of spring.

**This is the information required:**

- Name:
- Any updated contact info:
- Courses you’re taking:
- Course releases:
- Course preferences\*:
- Previously taught courses:
- Teaching time preferences\*\*:
- Unavailable times (and why):

**Possible courses include:**

- ENGL 0002, Writing Lab
- ENGL 1013, Composition I
- ENGL 1013H, Honors Composition I
- ENGL 1023, Composition II
- ENGL 1023H, Honors Composition II (1 section)
- ENGL 1033, Technical Composition II
- ENGL 2003, Advanced Composition
- ENGL 2013, Essay Writing
- ENGL 3053, Technical and Professional Writing
- WLIT 1113, World Literature I
- WLIT 1113H, Honors World Literature I (1 section)
- WLIT 1123, World Literature II
- WLIT 1123H, Honors World Literature II (1 section)

Possible teaching times include (not every course has sections at all these times and time choices vary each semester):

Days	Time							
MWF	7:30	8:35	9:40	10:45	11:50	12:55	2:00	3:05
TTH	8:00	9:30	11:00	12:30	2:00	3:30	4:30	-
MW	3:05	4:35	-	-	-	-	-	-
TU	6:00pm	-	-	-	-	-	-	-
TH	6:00pm	-	-	-	-	-	-	-

**You must provide us with scheduling options on both M/W/F and T/TH, and include an early morning time: M/W/F 7:30, 8:35, or T/TH 8:00. Those who are assigned an early morning time will have priority of assignment times in the subsequent semester.** If you taught

an early schedule in the current semester and prefer not to do it again, please note that in your preferences. (Some people prefer these times so we don't want to automatically disqualify you from teaching early again.) Do let us know if you have conflicts with certain days and times, like childcare, commuting distances, other jobs, and we will take these into consideration. But your teaching responsibility is also a priority and we have to cover all sections in the schedule, even those offered MWF 7:30. Also, we have fewer T/Th sections during prime time because of room availability so you must give other options.

Please list the required number of course preferences in case your first few choices are not available. Otherwise, we will place you wherever there is need. Since there are very few Honors sections and this preference doesn't give much of an alternative, do not count Honors sections as a separate course preference. For example, WLIT I and WLIT I Honors count as one course preference out of the six required.

### A Note on World Literature (WLIT) Courses

WLIT sections are in high demand by TAs, instructors, and even tenure-track faculty. Given this, and the higher level of experience required to teach these courses, only TAs who have taught for us for at least four semesters will be eligible to teach WLIT I or II. If you are eligible, do not list WLIT courses as your only preferences. If you have taught several semesters of WLIT already, be prepared to teach another course. Other grad students want and need to teach a literature course and may be given priority, according to their qualifications, if they have not had the opportunity before. Keep in mind that teaching a variety of courses is good experience and will look good on your CV.

### A Note on Creative Writing Courses

The Creative Writing Program chooses TAs who will teach one section of either ENGL 2023 Creative Writing I, or ENGL 3013 Creative Writing II, each semester. We then assign those TAs to a specific section of creative writing and an additional course if their load is 2 sections. We still need all information requested from those who expect to be teaching Creative Writing. However, do not list creative writing courses in your preferences since we do not make those decisions.

### A Note on Technical Writing Courses

You must first teach ENGL 1033 Technical Comp II before you are qualified to teach ENGL 3053 Technical and Professional Writing. We encourage you to gain experience in this type of writing course, and we think you'll enjoy it. In addition, certain of these courses must be taught in order to complete the Focused Study in Rhetoric and Composition. Request them in the order described here—1033 first in order to qualify to teach 3053.

### A Note on Summer Teaching

Enrollment is so low during the summer that we have very few assistantships to offer. Priority may be given to international students who must remain employed on campus, and to TAs still completing coursework for their degrees who need tuition waivers to take courses during the summer. Only one section is assigned to each TA teaching in Summer. We offer Comp I and II and WLIT I and II in the Summer 8-Week session.

### A Note on Online Teaching

After you have taught for us for at least four semesters, you may apply to teach one of the online versions of the PRC courses. Before doing so, you must first complete the online teaching training workshops. More and more colleges and universities are seeking candidates with online teaching experience, so Ph.D. and M.F.A. students should seriously consider attending these workshops and applying to teach online for at least one semester. You must have taught a course in the classroom before you teach that course online. At this time, we offer Comp I and II and WLIT I and II as online courses.







Focused Study in R/C

## Earning the Focused Study in Rhetoric and Composition

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Students earning the Doctor of Philosophy in English or the Master of Fine Arts in Creative Writing may choose Rhetoric and Composition as a field of secondary emphasis. Students who choose this option are required to do the following:

### Take the Following Courses

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- Take ENGL 5003 Composition Pedagogy
- ENGL 5973 Topics in Rhetoric and Composition or ENGL 6973 Seminar in Rhetoric and Composition
- An additional graduate-level course in Rhetoric and Composition approved by the Director of Composition.

### Teach the Following Courses

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- 3 from column A and 2 from column B
- 2 from column A and 3 from column B
- 2 from columns A and B and 1 from column C

A	B	C
ENGL 002	ENGL 2003	ENGL 2013
ENGL 1013	ENGL 1033	ENGL 2023
ENGL 1023	ENGL 3053	ENGL 3013
ENGL 1023S		

### Earn 10 professional development points from engaging in any combination of the following activities:

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- Presenting research at any Rhetoric and Composition conference (3 points)
- Organizing or leading a PRC workshop (2 points)
- Participating in a PRC workshop (1 point)
- Coordinating a PRC course or project (3 points)

# Version Changes

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## Version 2.0

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- Added amorous relationship policy specifics
- Added information on Literacy in America
- Added curriculum policy

## Version 3.0

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- Revised and expanded policies on instructor responsibilities, termination, and Code of Student Life.

## Version 4.0

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- Reworked content for courses with name changes, further defined diversity policy, and updated for new year.



A photograph of two bronze pig statues set against a blue sky with light clouds. The pig on the left is standing and facing right. The pig on the right is sitting and facing forward. Two white speech bubbles with black outlines are overlaid on the image. The first speech bubble, coming from the standing pig, contains the text "Hey, wanna talk about Rhetoric?". The second speech bubble, coming from the sitting pig, contains the text "Sure beats talking about barbeque...".

Hey, wanna talk  
about Rhetoric?

Sure beats talking  
about barbeque...