A GUIDE TO TEACHING & FACULTY LIFE AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The Center for the Advancement of Teaching (CAT) at John Jay College of Criminal Justice is a catalyst for encouraging creative collaborations among faculty members interested in exploring innovative approaches to pedagogy in higher education. CAT fosters the continuing education and professional development of the John Jay faculty by sponsoring seminars, workshops, and training programs that focus on the practice and scholarship of teaching, and that help build a sense of community. Our goal is to make teaching visible and valued. CAT is here to serve faculty in the interest of the betterment of our teaching, our commitment to students, and our individual and collective curiosities on how the mind processes information. In addition, we serve as a source of support for all faculty at every level of their careers, from first-time instructors through distinguished faculty. This unofficial guide is designed to be a “How-To” for faculty as a reference—quick-tips on “best practices” in teaching, basic pedagogy, emerging teaching techniques, and teaching techniques to specifically address the needs of our student population. We also offer advice on planning your courses, online teaching, and on various aspects on the “nuts and bolts” of our school—everything from where our printshop is located, to the correct person to consult about plagiarism, to how to design your course, to designing virtual office hours.

* Please note: This guide is intended to provide helpful information, but is not deemed an official resource nor official publication of the college. Please consult appropriate on-campus offices and personnel as needed for confirmation of information provided herein.
A NOTE TO OUR READERS:

The first edition of this handbook debuted six years ago. We are indebted to Betsy Gitter, Provost Jane Bowers, CAT Interim Director Jessica Kovler and her team for their amazing work.

While we have gone to great lengths to update this handbook, we are still in a transition phase and welcome your continued feedback. Please feel free to email us at CAT with thoughts, ideas, or suggestions.

TABLE OF CONTENTS:

GETTING STARTED AT JOHN JAY: ........................................ 10
  Our Students ......................................................... 10
  Macaulay Honor College is Coming to John Jay! .................. 11
  Students with Accessibility Issues ................................. 11
  More on Our Students ............................................. 11

FACULTY OBLIGATIONS ............................................. 12
  Book Ordering ....................................................... 12
  Syllabus ............................................................ 13
  Departmental Paperwork ......................................... 13
  Certified Attendance Roster ..................................... 13
  Office Hours ......................................................... 14
  Class Cancellations ................................................. 14
  Observing and Being Observed .................................. 15
  Using Webgrade .................................................... 17
  Campus Locations .................................................. 17
  Access ............................................................... 18
  ID Cards ............................................................. 19
  Your Office and Mailbox .......................................... 19
  Keys ................................................................. 19
Photocopying ........................................... 19
Phones at the College .................................. 20
Voicemail System ....................................... 21
Email ..................................................... 22
Mailbox .................................................. 23
PERSONNEL PROCEDURES .......................... 23
New Tenure Track Faculty ............................... 23
Substitute & Adjunct Faculty ......................... 24
Payroll ................................................... 24
Time Cards ............................................. 25
Class Periods Converted into Hours .................. 25
PLANNING YOUR COURSE ............................ 25
The Model Syllabus ..................................... 25
EXTRA Tips on Syllabus Planning ..................... 26
CHOOSING TEXTS ....................................... 26
Choosing Readings for Your Course .................. 28
TEACHING YOUR COURSE ............................ 28
The First Day of Class .................................. 28
Effective Classroom Teaching ......................... 28
Ice Breakers ............................................. 29
Effective Group Work ................................... 30
Fostering Class Participation .......................... 31
GRADING TECHNIQUES AND PHILOSOPHIES ......... 33
Holistic vs Primary Trait Analysis ..................... 33
Effective Grading ....................................... 33
Make Your Grading Fair ................................ 34
Curved Grading .................................................. 34
Submitting Final Grades ........................................ 35
ASSIGNMENTS AND READING .................................. 36
Effective Reading .................................................. 36
CREATIVE WRITING ASSIGNMENTS .......................... 39
Before you Begin .................................................. 39
Integrate Writing Assignments into your Syllabus .......... 39
Formulate Thoughtful Essay Questions ......................... 40
Make your Expectations Clear ................................... 41
Plagiarism-proof Assignments: Is it Possible? ............... 41
Beyond the Classroom Walls .................................... 42
Inviting Speakers and Performers to your Classes .......... 42
The City as Our Classroom ....................................... 43
INTEGRATING TECHNOLOGY .................................. 44
Communication .................................................... 44
Blackboard .......................................................... 45
JOHN JAY ONLINE ................................................. 46
John Jay Library .................................................... 46
Library Resources .................................................. 46
Media ................................................................. 47
Effective Online Discussions .................................... 47
EFFECTIVE LECTURING ...................................... 48
Selecting Lecture Material ....................................... 48
How Long? .......................................................... 48
Planning the Lecture .............................................. 49
Illustrating the Lecture .......................................... 49
Activities to Reinforce the Lecture .................................................. 50

GETTING FEEDBACK ........................................................................... 51

Formal Student Evaluation ................................................................. 51
Informal Student Evaluation ................................................................. 51
Videotaping .......................................................................................... 51
Interdisciplinary Teaching .................................................................... 52
Managing Your Classroom .................................................................... 52

CAMPUS INITIATIVES: CAMPUS CIVILITY ...................................... 55

Outcome Assessments ......................................................................... 56

NSSE & TEACHING ............................................................................. 57

Addressing Student Engagement ............................................................ 57

ACADEMIC DISHONESTY .................................................................... 58

Prevention ............................................................................................ 58
Electronic Plagiarism Monitoring ........................................................... 59

Enforcement .......................................................................................... 61

TESTING & RESPONDING ................................................................. 61

Quizzes ................................................................................................. 61
Midterm Exams .................................................................................... 62
Final Exams .......................................................................................... 62
Responding to Student Writing .............................................................. 63

Self-Evaluation ...................................................................................... 66

WORKING WITH STUDENTS ............................................................. 67

Behavioral Intervention Team ............................................................... 67
Mission .................................................................................................. 68
Disruptive Classroom ........................................................................... 69

Resolving the Matter Yourself ............................................................... 69
Talking One-on-One ................................................. 69
In Your Office ......................................................... 70
STUDENT SUPPORT .................................................... 70
FORMS ................................................................. 71
COLLEGE POLICIES .................................................. 71
ACADEMIC CALENDAR ................................................... 71

APPENDIX A:

AN ADJUNCT’S GUIDE TO TEACHING AT JOHN JAY:
PERSONAL ANECDOTES, ADVICE, SUPPORT, AND ADVICE
Coming February 2013

IMPORTANT NUMBERS

Academic Advisement Center
646-557-4872

Admissions: 212-237-8866

Facilities: 212-237-8541

For emergencies only: 212-237-8888

Help Desk: 212-237-8200

Human Resources: 212-237-8517

Library: (212) 237-8246

Main: 212-237-8000

Office of Accessibility Services
212-237-8031

Public Safety: 212-237-8524
GETTING STARTED AT JOHN JAY

Welcome!

Our Students

In the mid-1950s, civic leaders and the New York City Police Department became increasingly aware of the growing complexity of police work, not only in the internal administration and operation of the department, but also in the ongoing relations between police and the community. In response to these concerns, a Police Science Program was established in 1954 at the then Baruch School of Business and Public Administration of City College. This program emphasized a strong liberal arts curriculum as the basis of a sound police education.

Over the next decade, the program grew substantially attracting larger and larger numbers of students. By 1964, a special committee convened by the Board of Higher Education recommended the establishment of an independent degree granting school of police science. The College of Police Science of The City University of New York (CUNY) was thus established, and in September 1965 it admitted its first class of students.

Within a year, it became clear that the name assigned to the College did not adequately represent the mission of the College. In recognition of its broad education objectives in the process of criminal justice, development of leadership, and emphasis on professional achievement in public service, the college was renamed John Jay College of Criminal Justice, in honor of the first Chief Justice of the U.S. Supreme Court.

Today, after decades of remarkable growth, John Jay has made good on its promise to provide high quality education for students who are interested in the challenges of crime, safety, and justice.

Our campus is now home to over 15,000 students, including 13,000 undergraduates, and 2,000 graduate students in our two doctoral, and eight master’s programs. Our students now pursue an impressive array of professions, far beyond policing, including forensic science, law practice, fire protection, social work, teaching, forensic psychology, and corrections. Our students are leaders in the political and civic fabric of our city.

Today’s students are in some ways, quite different from John Jay’s first class of 1,000 police officers. They are 60% women, 40% Hispanic, and 25% African-American. About a quarter are born in another country; half speak a language other than English at home. Like the first John Jay students, most are the first in their families to attend college.

Our students have the intellectual acuity, moral commitment, and professional competence to confront the challenges of crime, justice, and public safety in a free society. Their ability and drive, along with the superb, professional education for which John Jay is known, have established the College’s national, and international, reputation for excellence for educating in the spirit of justice. http://www.jjay.cuny.edu/835.php
Macaulay Honors College at John Jay

John Jay College of Criminal Justice has joined CUNY’s path-breaking William E. Macaulay Honors College. Past students have included Intel winners, students who have written for *The New York Times*, students who are now doctors at Ivy-league institutions—and they all got their start as stars in this program at CUNY’s top-ranked schools. You may recognize Macaulay students on campus with their CUNY/Macaulay-issued laptops. They have special, honors-only sections of classes, but expect these students to be in regular sections of courses, as well. Their honors advisors and coordinators may contact you from time to time to check on their grades and progress. If you have any concerns about a student, call or stop by the honors office on the 8th floor of the new building.

Students with Accessibility Issues

Students with disabilities are an important and valued part of John Jay’s diverse student population. Faculty should be aware that the term "disability" encompasses a variety of circumstances, some of which are not readily apparent. Students with disabilities are certified and served by the Office of Accessibility Services, Room L.66.00 in the New Building. This office provides support services and counseling for students with documented physical challenges, learning disabilities, and/or medical conditions that affect their performance in the classroom setting. Note, too, that the term “disability” is gradually shifting towards “accessibility,” hence the name change of this center at John Jay.

CUNY publishes a brochure, Reasonable Accommodations: a Guide to Teaching College Students with Disabilities to assist faculty. This guide can be found on the CAT website.

More on Our Students

The Office of Institutional Research (OIR) provides the College with statistical information on enrollment, student characteristics, faculty and staff, and academic programs. OIR also maintains a comprehensive survey research program through which it identifies trends, areas of growth and concern, and issues affecting the John Jay student experience. In addition, OIR provides data and serves as a liaison to a variety of college constituencies and outside agencies. OIR works in close collaboration with the Office of Assessment and is available to assist with survey design and implementation, data collection for program evaluations, accreditation, and self-study. [http://www.jjay.cuny.edu/903.php](http://www.jjay.cuny.edu/903.php)

The Office of Outcomes Assessment coordinates a systematic process of institutional assessment for program improvement and institutional effectiveness. The Office works with academic departments to create a coordinated framework of learning outcomes. The Office also works collaboratively with the Office of Institutional Research to develop assessment tools and analyze data that supports strategic planning and institutional effectiveness. [http://www.jjay.cuny.edu/903.php](http://www.jjay.cuny.edu/903.php)
FACULTY OBLIGATIONS

Apart from teaching itself, you have a number of teaching-related administrative responsibilities, and finding out about them can sometimes be difficult. Here are some of the essential things you need to know:

**Book Ordering**

This needs to be done in a timely manner and with some care. Pursuant to the Higher Education Opportunity Act of July 2010 & the Textbook Access Act of July 2009, Federal and state legislation requires us to provide students with appropriate information and sufficient time to make informed enrollment decisions based on the full cost of specific courses. Additionally, we must give enrolled students sufficient time to find and order less expensive versions of textbooks, including used, e-reader, and textbook rentals.

As such, your orders should be submitted to the John Jay College bookstore as early as possible before the semester starts. Last-minute book orders create headaches for the college book store, which needs time to process orders and stock shelves, and can ultimately make work for you, if you have to redo your syllabus at the last minute because your course texts have not arrived. For these reasons, and also to make it easier for students to sell back their used texts at the end of each semester, the book store asks for orders to be submitted ten weeks before the beginning of the new semester. You can email your order to the bookstore at bksjohnjay@bncollege.com or by calling the textbook manager at 212-265-3619.

**Syllabus**

Your syllabus conveys your expectations and sets the standards for your course. It should be thorough but readable, and contain all basic and essential information that the student needs to know. Handouts offering further details (e.g. log in instructions for Electronic Reserve or Blackboard, or essay presentation instructions) can also be distributed, but strictly speaking, handouts do not have the same standing as the syllabus, so make sure that all items required in the Model Syllabus and everything that you consider contractually essential are contained in yours. The Model Syllabus can be found here [http://www.jjay.cuny.edu/Model_Syllabus.doc](http://www.jjay.cuny.edu/Model_Syllabus.doc).

**Departmental Paperwork**

Your department secretary will ask you for certain documents at the very beginning of semester, and it is vital to submit them at once. Requirements will no doubt vary among departments, but you can expect to be asked to submit the following every semester:

- Your syllabus for every different course you teach (you don’t need to submit syllabi for every different section of the same course).
• Most, if not all, departments need to have a central record of your office hours, teaching hours, and contact details. Remember that office hours are required of all faculty, full-time and part-time.

• For Adjunct Faculty only: A Workload Form, declaring all hours you will be teaching both at John Jay and other CUNY colleges, must be signed and returned to your department secretary (or, on some cases, the Provost’s Office) before the start of the semester. It is important to ensure that you and your department secretary and/or chair sign this form as early as possible. The incentive? A completed Workload Form means getting paid on time!

Certified Attendance Rosters

Regardless of your personal views on taking attendance in a college course, it is essential to keep attendance records, at least during the first three weeks of class, so that students can receive financial aid and the college can receive federal funding. Your reporting policy thereafter is between you and your department. Please note that students cannot receive funding for books for your class and tuition without proper reporting of attendance for the first few weeks of the course.

Here's the procedure:

• On or before the first day of class, download your class rosters by going to https://regapps.jjay.cuny.edu/attendance/ (Note that students can add/drop the first few days of class, so print out your attendance roster as close as possible to the course start time, and reprint it again the first few classes as to have as accurate as possible a course roster each day.)

• The initial password is the word "attendance," which you should then change. For the rest of the semester, the password is the new one that you chose.

• If there are students attending your class whose names are not on the roster, send them to J-Stop in the New Building to check on their status. (They may be attending the wrong section or their registration may have been cancelled for some reason.)

• By the third week of class you will receive an email instructing you to submit attendance rosters certifying that students in your classes have attended at least once. Without this certification, students cannot get their financial aid.

• At this time, your online rosters will be interactive. The default is "yes," so for students who have attended, you need not do anything. If a student has not attended even once, click on "NO." When you have completed the certification process, click on "Submit to Registrar."

• If you run into difficulty, email Ms. Shavonne McKiever in the Registrar’s Office (smckiever@jjay.cuny.edu).
Office Hours and Class Cancellations

John Jay College full time faculty members are expected to have at least one regularly scheduled office hour on each teaching day. Adjunct faculty who are teaching at least two courses (6 hours/week) are expected to hold one office hour a week, for which they are paid. These contact hours should be specified on your syllabus (see the section in this handbook entitled, “Model Syllabus”) and posted outside your office door. In addition to regularly scheduled hours, it is helpful to be available by appointment and to let students know about this option. Many faculty members also participate in “Virtual Office Hours,” an electronic way of communicating with students. CAT holds seminars on this growing medium, and you can also make an appointment to review this concept one-on-one. Many faculty members find that holding virtual office hours is a big time-saver.

The decision of a faculty member to cancel a class or to dismiss it early should never be taken lightly and should be made only when no other options exist. The New York State Education Department (NYSED) requires that all credit-bearing courses meet for a fixed number of hours, including the time scheduled for the final during exam week. If you do not give a final exam, you are expected to meet your class during the exam period. Our students expect and deserve instruction for the full duration of their class time over the course of the full semester. Furthermore, the taxpayers of New York State expect and deserve to know that we, at John Jay College, are committed to delivering the instruction that the state requires and that residents and students support via taxes and tuition. Of course, unexpected health and personal problems occur, and other professional obligations create unavoidable conflicts.

Nevertheless, we expect our full time and part time faculty to make their classes their highest professional priority and to make every reasonable attempt to hold classes themselves or to find an appropriate, qualified substitute professor or a meaningful, equivalent substitute experience for their students. If you find on short notice that you must cancel a class, let Public Safety know so that they can post a notice of cancellation on your office door (212-237-8111), and let your department chairperson and/or department secretary know of planned and unexpected absences via email. Inquire with your chairperson about the need to put this absence on record via a timecard.

Observing and Being Observed

It is a contractual requirement that all full-time candidates for reappointment, tenure, and promotion be observed by peer faculty. Adjuncts and tenure-track faculty must also be observed every semester by a member of the department. This means that all full-time (including substitute) faculty, some of whom will themselves be observed, can expect to be observers. The observation process is organized within each department. Although departmental practice may differ slightly, the following guidelines apply generally:

- Once the observation list (matching observer with observee) is circulated, the responsibility to set an appointment lies with both parties. Claiming that the observee never got in touch with you is not an excuse for any observer. And if, as observee, your observer does not respond to your messages, alert your chair immediately.
• Observations need only occur once for one class period.

• The rules specify that the observer must give the observee at least 24-hour notice before coming to observe a class. It is best, however, for the two parties to discuss the timing of the observation together, as far ahead as possible. This avoids the problem of the observer turning up when a test or a guest speaker has been scheduled.

• A written observation report must be submitted by the observer no later than seven days after the observation. Although only the observer need sign the observation report, and although the observer need not consult the observee over the report, it often preempts misunderstandings if the observer clarifies specific questions or concerns with the observee before signing and submitting the final draft of the report, which stays permanently in the observee's file.

• A post-observation conference must be held within the seven-day period after the observation. The post-observation report must be signed by both observer and observee.

If, as observee, you feel that the observation report significantly misrepresents your performance, and you have not been able to resolve the differences of opinion in the post-observation conference, you should write your response and submit it as an attachment to the post-observation report. It will become part of the official record of documentation.

Like student evaluations, the observations are read carefully. They are not, however, simply a surveillance mechanism. Their ultimate purpose is to help facilitate teaching excellence and to offer practical advice on how to achieve that excellence. Observer and observee should be mindful of this goal at all stages of the process.

Many faculty like to have a “pre-evaluation” with someone from the Center for the Advancement of Teaching. CAT can come to your class, sit in on your course, write an evaluation, and have a conference with you highlighting many aspects of your teaching performance. Faculty members report that this pre-evaluation observation helps their performance on the formal evaluation. The Center can also arrange for your teaching to be videotaped, should you wish to watch your performance and self-evaluate after class. Please contact the Center at least a week in advance to arrange a time.

**Using Webgrade**

Grades are submitted online. Shortly before Exam Week, you will receive instructions about Webgrade, which is the college’s internet grade-submission software. You will get a separate sheet of instructions for each section you teach, as the password is different for each section. The instructions will explain how to log in to the software and, most importantly, issue you an exclusive initial password for each individual section, although you can subsequently create one password for multiple sections.

Needless to say, you must not share this password with anyone. Webgrade can be accessed either through through eSIMS (CUNY’s restricted access student records/registration site) or at John Jay’s Webgrade.
Campus Locations

John Jay has six buildings, though classes are generally held in three buildings: the New Building (NB), Haaren Hall (also known as the “T-Building”), and North Hall (N). Other buildings are the BMW Building, the Westport Building, and the 54th Street Annex.

New Building (NB)
524 West 59th Street, New York, NY 10019, or
860 Eleventh Avenue, New York, NY 10019

Includes most Academic departments, Bursar, Registrar, Undergraduate Studies, Writing Center, Jay Stop, Academic Advisement Center, CELS (Center for English Language Support), Health Office, Counseling, Cafeteria, Jay Walk (connection to Haaren Hall), Student Life, Public Safety, and the Dean of Students.

Haaren Hall or T-Building (Tenth Avenue)
899 Tenth Avenue, New York, NY 10019

Includes administrative units such as the office of the President, and the Provost.

- The Lloyd George Sealy Library is located in T Building, access through lower level in the lobby. For hours of access and other information, visit the Library Website.

- Recreational Facilities (pool, fitness center, gym, racquetball and tennis courts) are all in the T-Building.

North Hall (NH)
445 West 59th Street, New York, NY 10019

Transitional Space for various departments and offices. Currently houses the Perkins Grant Office, the Center for the Advancement of Teaching (CAT), the Pre-Law Institute, as well as the SEEK and MPA Programs.

Westport Building (W)
500 West 56th Street, New York, NY 10019

Houses the John Jay Bookstore and the Office of Freshman Services.

BMW Building (BMW)
6th Floor, 555 West 57th Street, New York, NY 10019

Administrative offices, Web Offices, John Jay Online, and Graduate Studies.

54th Street Academic Annex
Human Resources and other Administrative Offices.

Access
Access to all John Jay buildings requires a John Jay ID card with a current semester validation sticker. (See below)

For information on room locations and staff and faculty offices, see the Faculty and Staff Directory located in the Inside John Jay (http://doitapps.jjay.cuny.edu/phone/phonedir/default.php) or through Outlook, both of which require a John Jay e-mail username and password.

**ID Card**

*Note: You need a John Jay ID card to enter all buildings and the Lloyd Sealy Library.*

ID Cards are issued every Tuesday and Wednesday, when classes are in session, from 11:00 a.m. to 2:00 p.m. and 5:00 p.m. to 7:00 p.m. in Room L2.61, though it is always a good idea to double-check with the Public Safety Office before heading over and waiting in line. Check with the Public Safety Office if you trying to obtain a card during the intersession.

New hires (or those returning to John Jay after a semester break in employment) MUST first receive a form from human resources, certifying employment status. This form must be given to public safety before an ID card can be issued.

Although there is no charge for obtaining your first ID card, there is a minimal fee for a replacement ID card.

**Your Office and Mailbox**

Every instructor is assigned office space and a mailbox. Ask your department secretary for details. The procedure for getting keys is described below.

The office is a workplace only and is not to be used for living, cooking, or sleeping. Animals (except for assistance animals such as guide-dogs) are not permitted in offices.

**Keys**

In the new building, many offices do not require key access but rather, “swipe card” access via your ID card. Check with your department secretary to see if you will need a Key Request Card (and a trip to the Public Safety Office) or whether you will need permissions for security access via your ID card.

**Photocopying**

Every department has its own copier for making small numbers of copies. See your department secretary for access codes and regulations on copy limits. In addition, each department has an allotment for College copy services at the Printshop (in the Cellar
level of the “T” building). Check with your department secretary regarding large copy jobs. They may need to authorize the printing of syllabi for the beginning of the term, printing of midterms, etc. The Printshop may need at least 24 hours. On the plus side, the Printshop may also be able to drop off your materials in your department mailbox, saving you the time it takes to copy materials, plus a trip over to the T-building.

*A note on copying: Please familiarize yourself with Educational Fair-Use Copyright Laws and appropriate photocopying of materials for classroom use.

Phones at the College

Most college phone numbers can be dialed directly from outside, except for extensions in the 2000 series. Anyone dialing a 2000 extension from outside has to phone the general line (212-237-8000) and then the relevant 4-digit extension and the # key. Check the status of your new number once you receive it.

From inside the college, numbers with the 212-area code can be dialed using the 4-digit extension, except for extensions in the 2000 series; those must be routed through the college switchboard.

As soon as you’ve been issued an office extension number, you can get started. Here’s a break-down of the process.

- Department secretary issues you an office extension number (presumably the extension that goes with the phone in the allocated office).

- You then contact the Department of Information Technology, DoIT (212-237-8200) or (helpdesk@jjay.cuny.edu), to generate a work order for resetting the extension’s name and password, and for adding your name to the online directory. You need to supply DoIT with your full name, office phone number, department, and some contact details, such as an email or cell phone.

- DoIT then contacts you and provides you with the information necessary for accessing voicemail—essentially with a new voicemail password.

- Assume a turnaround time of 1-2 days.

Voicemail System

Voicemail for Fulltime Faculty

A “How-To” For Full-Time Faculty is Available by Clicking http://doitapps.jjay.cuny.edu/doit/video/Voice_Mail.mov

Voicemail for Adjunct Faculty
The John Jay Department of Information Technology (DoIT) sought and was awarded a Microsoft grant which has been used to provide adjunct faculty with a unique college phone number and voicemail. This system provides voicemail for all adjuncts that is delivered directly to their college email account. As voicemail is integrated with their email inbox, checking messages for each adjunct is as simple as checking their email. In this way, faculty, staff, and students have an additional channel through which to communicate with adjuncts that does not involve leaving a message on a general departmental number or shared phone. When coupled with listing each adjunct’s unique John Jay number in the college phone directory this system provides a more streamlined for adjunct voice communication.

**New Telephone Quick Reference Guide**

**Non-Display Phone Pamphlet**
http://www.jjay.cuny.edu/ip_nonpamphlet.pdf

**Display Phone Pamphlet**
http://www.jjay.cuny.edu/ip_pamphlet.pdf

Looking for the contact details of someone in the college? Go to the [John Jay homepage](http://doitapps.jjay.cuny.edu/phone/phonedir/default.php) and click on the [Phone Directory](http://doitapps.jjay.cuny.edu/phone/phonedir/default.php) link. From this page, you will be able to search for phone extensions, office numbers, and email addresses. If your own details aren’t there, or need to be changed, call DoIT Help Desk at (212) 237-8200 or email them at helpdesk@jjay.cuny.edu.

**Email**

It is advisable to apply for and use a college email address, as all official communication will be sent to that address. Students can then easily communicate with you using the standardized address format for faculty email accounts:

**firstinitiallastname@jjay.cuny.edu**
i.e. for Thomas Kuhn: tkuhn@jjay.cuny.edu

Student email addresses are also standardized using:
**fullfirstname.lastname@jjay.cuny.edu**
i.e. Paradigm.Shift@jjay.cuny.edu

**To apply for an email account:** Call the DoIT Help Desk (212- 237-8200) to submit a work order request. This is their preferred method of contact. If you prefer, email
Submitting the order via your department chair, deputy chair, or security/department assistant may be helpful.

DoIT will need all the following information:

- Full Name
- Last four digits of Social Security Number
- Department
- Office Number (if applicable)
- Contact Number (essential—a cell or home number is fine)

Your new account can be set up almost immediately, but it will take most of a day for the data to synchronize in the server, so assume a 24-hour turnaround.

To access your John Jay email account: Navigate to the college homepage, click on Webmail and select Faculty/Staff Email link. Login with your email username (e.g. jsmith for John Smith) and your password. You can also go to webmail.jjay.cuny.edu/owa and enter your information there.

There are a number of useful email features under the Options button on the headbar:

- **Password** to change your password.
- **Personal Information** to create an automatic signature.
- **Settings** to forward all mail to a preferred account and regulate automatic saving of messages in a sent mail file.
- **Vacation Message** to create a temporary automatic reply.

**Mailbox**

All instructors have a mailbox in their home department. The Central Mailroom delivers incoming mail, both external and inter-office, to departments several times each weekday. Your department secretary is responsible for delivering mail to your individual mailbox. More details can be found on the Mailroom Services website.  
(http://www.jjay.cuny.edu/6224.php)

Interoffice envelopes should be used when sending interdepartmental mail. When addressing the envelope, be sure all previous recipients have been crossed out. Print clearly and use full name and department or room number. The mailroom can supply recycled interoffice envelopes.
PERSONNEL PROCEDURES

Personnel

The Office of Human Resources (http://www.jjay.cuny.edu/HumanResources.php) is responsible for maintaining all faculty employee records, both full- and part-time. All benefits, including medical and retirement benefits, are administered through this office.

New Tenure-Track Faculty

In the early summer, you will receive a letter from the Benefits Coordinator asking you to make an appointment to meet with HR as soon as possible—certainly before mid-August. (Administrative offices go on summer hours from late June to mid-August, and the offices are closed on Fridays.) To make an appointment, phone (212) 237-8517.

At some point before the beginning of the fall term, you will have an orientation by human resources, usually called an “on-boarding procedure.” HR will go through all paperwork and policies with you. (The College also has its own orientation for you as well, but this is different.) In mid-August, or the day of the HR orientation, you will need to stop by HR with the following:

• For the appointment, you will need to bring ID sufficient for an I-9 employment form. (http://www.uscis.gov/files/form/i-9.pdf)
• You will need to complete a W-4 form so that Payroll can deduct the correct amount of federal income tax.
• You will need to complete an IT-2104 form for New York City and State taxes.
• You will need to give full data (residential address, age, etc.) to Personnel for the college's official records.
• At the meeting, you will receive a benefits package. This contains all relevant information to help you make two important choices: your health care provider and your pension plan. Once you have reviewed the materials and made your choice, you need to file both your health insurance form and your pension application form with the Benefits Officer within 30 days of your appointment date. If you have questions about the benefits materials, ask the Benefits Coordinator.

Substitute Faculty

Follow the same procedure as for Tenure-Track Faculty. The only difference with regard to Substitute Faculty is that pension plans are not part of the benefits package.

Adjunct Faculty
You do not need to make a special appointment to see the Benefits Officer, but you still need to go to the Human Resources (612B) and follow steps 1-4 for Tenure-Track Faculty, namely, provide verification of eligibility for employment (I-9); federal income, city and state tax information; and personnel data. You can pick up the forms in the Human Resources Office and either fill them out on the spot or return them later. Adjunct Faculty, under certain conditions, are also eligible for health insurance. Speak with the benefits coordinator on campus, the local union-rep, or call the union directly.

**Payroll**


Payroll checks are distributed on different days, depending on your category of employment at the college. Check with human resources to determine your pay schedule. You may elect direct deposit, or pick up your check at the payroll window (at the Jay-Stop) on the L-level of the new building. Remember to bring your John Jay (Photo) ID. Payroll can be reached at 212-237-8296.

Your pay-stub will show an automatic union deduction. Your bargaining unit is the Professional Staff Congress (PSC).

**Time Cards**

Depending on the nature of your contract, many full-time faculty, including substitutes, need to submit time cards for all months of the year except July and August. (Check with HR to see if you fall within this category.)

Almost all of these timecards are now online, and are accessed via Inside John Jay (inside.jjay.cuny.edu), under Employee Resources.

**PLANNING YOUR COURSE**

**Class Periods Converted into Hours**

**Monday – Friday**

1\(^{st}\) Period
8:00am-9:15am

2\(^{nd}\) Period
9:25am-10:40am

3\(^{rd}\) Period
10:50am-12:05pm
4th Period  
12:15pm-1:30pm  

Community Hour  
1:30pm-2:50pm  

5th Period  
2:50pm-4:05pm  

6th Period  
4:15pm-5:30pm  

7th Period  
5:40pm-6:55pm  

8th Period  
7:05pm-8:20pm  

9th Period  
8:30pm-9:45pm  

The Model Syllabus  

A Word version of the new model syllabus, which is in effect in nearly all departments, can be found at [http://www.jjay.cuny.edu/academics/4661.php](http://www.jjay.cuny.edu/academics/4661.php). If you have not already switched to the new format, you should do so as you plan your classes. As a reminder, you should submit copies of your syllabi to your department chair or secretary each semester, preferably electronically. The department is responsible for keeping a file of syllabi.

You will notice that one of the first things the model syllabus calls for are the learning outcomes for the course—what the students will know or be able to do by the end of the course. These are expectations you articulate for your teaching and for student learning in every course you teach. It is important to share these learning goals with students. It is very helpful to discuss them in class, connecting specific assignments and classroom lessons to the relevant outcome. Your course should be reflective of or map to the outcomes of the program in which the course is embedded—whether general education, a major, or a minor. With clear outcomes and with assignments meant to produce the desired outcomes, it becomes possible to evaluate the effectiveness of your course—its readings, assignments, pedagogy, activities, and expectations. This kind of assessment is an integral part of teaching. It is how we know whether learning has taken place; without it, we know only that teaching has taken place. Using these learning outcomes and well-designed assignments, we can better assess whether the students in our classes have meaningfully achieved the learning goals we have set out for them.

While this guide delves more into plagiarism later, please note that part of the model syllabus requires all instructors to include the College’s statement on plagiarism, which you can find in the College Academic Bulletin. ([http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20122013.pdf](http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20122013.pdf))
Remember that plagiarism extends beyond humanities courses. It can take the form of copying another person’s words without attribution, but can also include presenting another idea’s as one’s own, and failing to acknowledge collaborators on homework and lab assignments.

**Tips on Syllabus Planning**

The most important part of the syllabus is, of course, the schedule of classes. Most people begin by listing all the relevant dates: class meetings, holidays (with a notation that classes don’t meet that day), official withdrawal deadlines, exam period, and deviations in the college calendar (e.g., days when Monday classes meet on Tuesday). Including all these dates helps students avoid confusion and also allows them to effectively budget their time (e.g., permitting them to see when they will have extra time for homework). As you fill in the reading and writing assignments for each of the dates listed, keep a few principles in mind:

- **Build in some variety.** If you see that you have six classes in a row during which you’re planning to go over textbook material, ask yourself if there is another method you might use to cover or supplement the reading. Can you break up the routine by scheduling a film, guest speaker, short trip, or student presentations?

- **Be aware** that during long stretches without a holiday (e.g., the month of March) students may welcome a bit of a break—and so might you. This is a good time to come up with a creative assignment or a break in the routine.

- **Spread out the work** and space assignments appropriately. If a big paper or an especially demanding reading assignment is due on Wednesday, try to assign a lighter-than-usual reading on the previous Monday. Avoid piling on most of the work at the end of the course: there are educational as well as time-management benefits to having term papers come due two-thirds of the way through the semester.

- Finally, don’t forget that it’s your syllabus. **You can—and should—modify** it during the semester if it’s not working! You can issue a revised version if you need to make changes in response either to what's actually happening in the classroom (students grasping material at a faster pace than you had expected, etc.) or to external events—subway strikes, blizzards, etc.—that require you to change your plans.

**CHOOSING TEXTS**
Choosing Readings for Your Course

- **Keep expense in mind.** Without sacrificing quality, look for cheaper alternatives before requiring students to buy very costly texts.

- Additionally, we must give enrolled students sufficient time to find and order less expensive versions of textbooks, including used, e-reader, and textbook rentals.

- **Only order a book if you really plan to use it in your course:** don't require it because it looks impressive on a syllabus or because it is usually assigned in courses like yours. Students complain bitterly about purchasing expensive texts that turn out to be unnecessary.

- Even the best textbooks have been written by committees and tend to be stylistically dreary. **Consider using "real" books**—books that make an argument or tell a story or have a voice—instead of or in addition to door-stopper textbooks. Often it is possible, even in basic courses, for the instructor to introduce key terms and concepts in class by using them to analyze case histories, journalistic investigations, legal opinions, or narratives of other kinds. Sometimes the instructor can give students an annotated list of essential terms and require the students to supply definitions or apply them in analyzing primary source readings.

If conventional textbooks are in fact essential for a course, try to **supplement them with primary source materials:** historical or government documents, legal opinions, survey or experimental data, opinion pieces, newspaper columns, etc. These materials (in electronic or print form) can be put on reserve, or posted on course web pages, and hyperlinks on course web pages can send students to all kinds of visual, musical, and written materials.

**TEACHING YOUR COURSE**

**The First Day of Class**

When we were in college we all knew professors who used the first class meeting of the semester only for administrative chores: they handed out the syllabus, took attendance, said a few scary words about how tough the course would be and—after fifteen minutes
or so—dismissed the students. Although this is—or was—a common practice, it seems a poor way to start the semester. Dismissing the class early not only sends the message that class time is not particularly precious, but also undermines your credibility by demonstrating that you were unable to come up with a useful way to use the period.

In fact, the first class provides a golden opportunity both to create excitement about the subject and to begin to develop a sense of intellectual community in the classroom. Of course some administrative chores must be done: checking that each student is on the attendance roster, passing out the syllabus, fielding questions about grading, emphasizing important course policies (e.g. rules on late papers, plagiarism, attendance), but administrative business should not be the focus of the first class. Some professors prefer not to begin—oh, so predictably—with the syllabus, but to plunge right into the material, leaving administrative business to the end of the period; this shows students that your focus is on their learning.

**Here are some ideas for first-day-of-class activities that convey intellectual seriousness without scaring students into silence:**

- **Begin with a short, appealing writing activity relevant to the subject of your course.** Ask students to recount an anecdote, take a position on a subject (and explain it) or make observations based on their own experience. (Examples: in Corrections—tell a story of a punishment you received, administered, or observed; in Police Studies—tell a story of a police interaction with the public that you observed; in Speech or Theatre—describe a performance on television, movies, or the stage, that you found unforgettable; in Sociology—try to place someone you know in terms of social class, explaining your classification.) Then call on students to say (not to read) what they came up with. Listen, take notes on the board, and use their answers as the basis for an exploratory discussion of the topic, or as evidence of the range of attitudes toward the topic, or as the first step in their learning on the subject.

- **Hand out a short reading relevant to the course subject—an op-ed piece, editorial, introductory paragraph of a longer work, short essay, or letters-to-the-editor on different sides of the same issue.** Read the selection out loud and then ask students to make a few notes about what they think the author is arguing or asserting. (Warn them that you will call on them and then do so, adding that they are free to say "pass." ) Next, ask them what they think of the author's argument. Do they agree? Why or why not?

- **Divide the class into small groups of 3-5.** Ask each group to come up with at least three questions or areas of investigation that seem especially significant for understanding the subject of the course.

- **Ask students to work in pairs, listing everything that they already know about the subject of the course—or about the first topic you will be taking up in the course.** (If it's World History, what do they know about the ancient world? If it's Government 101, what do they know about how laws are passed in the U.S.?) Call on the students, keeping track on the board.

**Ice Breakers**
Although Icebreaker exercises may seem juvenile, there is much to be said for making sure that every student speaks once, however briefly, in the first class. Once shy students have heard their own voices, they often relax and become more comfortable—and thus, more able to learn. Bear in mind that it is hard to concentrate in a class in which you feel anxious and isolated.

**One Simple Icebreaker Exercise:**

- Have the students work in pairs
- Allow them time to interview one another
- Each student then introduces his/her partner

To encourage students to reveal more than their names and majors, suggest that they ask about favorite films, plays, works of art, or something pertaining to the focus of the class.

Also, do not forget to include yourself in these introductions/presentations. If you introduce yourself as part of this exercise, answer the questions you posed to the students.

**Some Other Helpful "First Day" Tips and Techniques**

- “First [Day] Assignment Helps Establish Expectations”
- “Don’t Waste the First Day of Class”
- The First Day of Class - an article from the newsletter, Observer, from the Association of Psychological Science (January 2004) with advice on handling the first day.)
  [http://cft.vanderbilt.edu/teaching-guides/preparing-to-teach/first-day-of-class/](http://cft.vanderbilt.edu/teaching-guides/preparing-to-teach/first-day-of-class/)

**Effective Classroom Discussion**

- The most familiar type of interactive college class is the general discussion: the professor throws out questions and the students respond. Sometimes the professor acts as referee, encouraging the students to address one another; sometimes she or he plays a more authoritative role, either by posing Socratic follow-up questions or by rephrasing or commenting on each student's remarks.

- The interactive format of discussion classes does not guarantee their educational value. Discussions can be productive and stimulating, but they can also be unfocused, tedious, and intellectually vacuous. When a few students dominate and the rest sit in glassy-eyed silence, general discussions are as alienating as the most pedantic lecture.
Here are some tips for making discussion classes work well:

- Prepare your questions ahead of time. Simply telling yourself that you'll somehow "lead" an engaging discussion of a topic is not likely to produce good results. Avoid asking closed questions—questions with right or wrong answers or questions for which you're looking for a particular answer. If you have something to say, just say it; don't make students guess what's in your mind. Work at developing thoughtful, inviting, open questions—questions that are intriguing and that force students to think critically. Effective questions begin with phrases such as: "What do you regard as the most significant..." or "What are the most important reasons for...." or "What is the best argument for the proposition that...." Good questions always include a "why do you think so?"

- Ask students to jot down responses to a question and then CALL ON THEM! When students have made notes, they are less likely to fear speaking in class.

- Do not allow discussions of controversial topics to deteriorate into (mindless) shouting matches. If things get too heated, have students find evidence for their positions in the text, or have them make the best argument that they can for the opposing point of view, or organize the discussion into a debate with assigned roles.

A good idea, incidentally, is to have a clause in your syllabus about civility during heated discussions and debates. John Jay now has a program called "Team Civility" which addresses diverse opinions and ideas, and how to express these in class. Contact Paul Wyatt of Student Affairs, or visit http://www.jjay.cuny.edu/5627.php.

- Model attentive listening by taking notes (on the blackboard or on paper) or by occasionally paraphrasing what a student has said. Avoid the common professorial habit of responding to each and every remark. It's tempting to insert your words of wisdom and correction, but this usually has a deadening effect on the class. Instead, take notes as students speak and give your opinion at the end. At that point students may actually want to know it. Leave time for a wrap-up. Recapitulate the themes that have come up, comment on the arguments that have been made, or give your take on the subject.

Fostering Class Participation

Here are some strategies and items of which to take note:

- **Remember that students communicate in different ways.** The student who is silent but nods or smiles when you or another person says something, but is too timid to speak, is communicating. The next politician or talk-show host need not receive the highest grade for participation. As such, scrap the old “participation grade.” (See “Note” below)

- **Try some group work:** used judiciously, group work is an invaluable way to encourage student discussion. Keep groups small so that everyone has to say something and be involved. Keep class assignments short and specific so that the
students stay focused on the topic. Remain available throughout group discussions, walking around or visiting individual groups—stay engaged, even if you are only observing. At the end of group work, follow up with general discussion that summarizes and evaluates their findings.

• **Once you establish a classroom environment in which each student feels safe and comfortable, and there is an understanding that it is OK to be wrong, begin to call on everyone (unless you know of a student who is non-verbal, as identified by the Accessibility Office).** Learn the names of your students as quickly as possible and use their names to reinforce your familiarity with them. Routinely call on students by name to answer questions or give their views, but don’t put them on the spot or respond critically to their comments. Instead, ask everyone to prepare answers to an open question (not a factual one) and then call on some students. Even with this preparation, an occasional student might be uncooperative when called on, so think ahead about how to deal with the inevitable silence. One solution is to allow students to say "pass," which avoids the silence, but requires them to be active in declining. Keep asking quiet students, and most will start to respond when they see that your approach is not overly judgmental. Some students are very shy about speaking in public. Try to gauge this and ask them to do less intimidating tasks, such as reading a passage aloud.

• **Refrain from calling on students whose hands are always up.** Steel yourself to ignore their waving arms and agonized expressions. The dominance of a few vocal students has a stupefying effect on the rest of the class.

• **Encourage and teach note-taking.** Note-taking effectively boosts attention and concentration; helps students assimilate material more thoroughly; betters short-term and long-term recall of material; and creates an archive of information and ideas to which the student can return in later weeks. There is no formula for note-taking, but opening class discussion to the sharing of tips and problems is helpful to everyone. Many students have never been asked how they take notes, nor have they realized that there are better and worse ways to do it. Talk about practical things such as abbreviations; underlining (or some other form of emphasis) for key concepts; use of numbers to separate ideas; and indentations or columns to subordinate certain ideas to others. Instead of asking for an in-class written exercise, change the pace occasionally by giving a short lecture and then collecting and "grading" the students' notes.

**Add variety.** Not every class should have the same format. Mix things up.

**Note:** It used to be common practice to give a participation grade. Due to disabilities related to verbal communications issues, e.g., Asperger's Syndrome, assigning a participation grade is lessening in popularity.
GRADING TECHNIQUES AND PHILOSOPHIES

Holistic Grading vs. Primary Trait Analysis

Most instructors allocate one grade per assignment, which deals with everything from presentation to quality of analysis. Holistic grading is of course what we do every time we submit one final grade for a student’s entire semester’s performance. Imagine, however, the following scenario: a student has done very good interpretative analysis, but has presented the work poorly and has failed to observe other important parts of the assignment; the holistic grade might then be a C, which represents an average of a D and a B. This is where Primary Trait Analysis (PTA) can be useful. PTA makes your expectations and assessment criteria clear by identifying key performance components (e.g., data collection, clarity of writing, organization of material, analysis of data or evidence, etc.), thus allowing you to give a separate grade (or an "excellent," "good," "fair," "poor" rating) to each component or "primary trait." PTA not only makes your grading more informative on each assignment, but also allows you, provided that you identify the same "primary traits" for most or all assignments, to track each student’s performance and progress in particular skills over the course of the entire semester.

Effective Grading

Grading is surely one of the most unrewarding of teaching duties. We learn little from marking the student essays, quizzes, and bluebooks stacked on our desks, and we may wonder how much our students learn from our grades and comments. So what is the point? Are grades simply efficient sorting mechanisms, tidily dividing students into categories of merit or accomplishment? Or does grading have a carrot/stick function, encouraging student effort and punishing indolence? And what makes grading fair: should grades reflect only the "product" of a test or paper, or should they also reward the improvement of a student who has worked hard and made great progress? Obviously there are no easy answers, but good teachers struggle—or ought to struggle—with their ambivalence about these questions.

Whether the purpose of grading is pedagogical or merely administrative, the system itself is flawed. Measurement of performance leaves out much that is relevant to the individual student's academic achievement (potential, effort expended, state of mind, differing priorities, relationship with the instructor), and even grading systems, precisely because they aim to be impartial, will never be an absolute assessment of an individual student’s academic worth. Each grade on each assignment is a single snapshot that can never tell the whole story, no matter how many of them we write into our grade books. That said, snapshots are how we document the story of a student’s progress, and their quality matters. "Tough but fair" is a student assessment that is worth striving for. See “How to Respond to Student Assignments.”

There is perhaps only one absolute rule when it comes to grading: let students know promptly how they are doing, so that they can seek tutoring or other help or, if necessary, withdraw without penalty. Professors who delay returning exams or
assignments until late in the semester are violating their most fundamental responsibilities.

**Two principles to bear in mind:**

I. Assigning many low grades does not prove—or guarantee—the academic integrity or rigor of your course.

II. Inflating grades may be a short path to popularity, but it will not earn you respect from your students, who of course know how much—or little—they are learning and achieving.

"Curved" Grading

There are various versions of "grading on a curve," as the phrase goes. The phrase loosely refers to a grading system that factors into account students' performance relative to each other (as opposed to one that grades exclusively against an absolute standard set by the instructor). Here are two of the most common versions:

- One can pre-assign grade distributions, so that, for example, no more than a certain percent of the class get an A or no more than a certain percent fail. This method can be effective in preventing grade inflation.

- If an assignment or examination is particularly difficult, it is possible not to let it do too much damage to students' overall performance. This is done by taking the difference between the top student's score and the maximum score (e.g. 89 from 100 = 11), and adding the difference to every student's individual score. This means that the top student now gets 100; someone who got 60 originally now gets 71, and so on. (By the same logic, the results from an overly easy assignment can be modified by calculating the difference between the lowest student's score and the minimum score, and then subtracting that amount from every student's original score.)

Make Your Grading Fair

- Grading seems more objective to students when your standards and methods are transparent. Your syllabus should include a statement of your grading policy. Making your system explicit not only helps students understand a process that may seem mysterious or unfair, but also protects you against accusations of arbitrariness or personal bias. When a grade is disputed and a departmental committee has to make a judgment on a student's grade appeal, the syllabus grading policy and the record of grades are scrutinized closely.

- Whenever you can, grade “blindly” (i.e. not knowing the student's name). The better we know a student, the more difficult it is to shed learned expectations
(positive and negative) of their performance from the grading process. If grading on hard-paper (vs electronically), have each student cover his/her name over with a Post-it. Grade the paper and only remove the Post-it when you are entering grades in the book.

• Get into a grading rhythm. With longer assignments, read three to five at a time, take a break, read three to five more, etc.

• Once you are in that grading rhythm, trust your instincts and avoid second-guessing yourself.

• Grade assignments within a concentrated space of time. By spreading grading out over too many days, one loses any sense of uniform standard.

• Like driving, grading requires precision and concentration. If you find yourself staring at the page unable to make a judgment, you have reached saturation point and can no longer grade effectively. Put the assignments away and do something else.

• It’s important that students are aware of what is expected of them. It’s also important you clearly distinguish what differentiates a B from a B+ paper. Consider making a rubric for each assignment with each grade category clearly defined. (e.g. “An A paper has zero grammatical errors. A paper with a B+ grade has three grammatical errors,” etc.) Share this with students. Ensure that each student understands this. Grade each paper with the rubric and return each paper with the rubric attached. This often helps students to avoid grade confusion.

Submitting Final Grades

• In most John Jay courses, you may assign final grades ranging from A to F, as well as special designations such as: W (official withdrawal); WU (unofficial withdrawal); INC (incomplete); and PEN (pending). There are two main exceptions: 1) with permission from the Registrar’s Office, students may elect to take a course Pass/Fail; and 2) in some developmental courses the only authorized grades are P (pass), F (fail), R (repeat), W, WU, INC, and, at the discretion of certain departments. Faculty members should understand the rationales and potentially serious implications for students of all final grades at John Jay, especially the less familiar ones: INC, PEN (pending); and WU (unofficial withdrawal). For a full explanation of final grade options at John Jay, go to “Grades” and “Other Grades”: 
Final grades are submitted online. Shortly before Exam Week, you will receive instructions about Webgrade, which is the college's internet grade-submission software. You will get a separate sheet of instructions for each section you teach, as the password is different for each section. The instructions will explain how to log in to the software, and, most importantly, issue you an exclusive initial password for each individual section, although you can subsequently create one password for multiple sections. Needless to say, you must not share this password with anyone.

ASSIGNMENTS & READING

Effective Reading Assignments

We are all reading teachers!

Perhaps you are thinking: "Reading? But this is college! I have important 'substantive' material to cover. I don’t teach reading." This attitude may seem reasonable, but in fact it does not serve our students well. If we want them to succeed in law school, graduate study, and professional careers, we have to require plenty of challenging reading in our courses and follow up with exercises designed to strengthen students’ reading abilities. There is nothing "remedial" about this fundamental responsibility. Even the strongest students benefit from assignments and classroom activities that develop their sophistication as readers by exposing them to complex and demanding written texts, images, and data.

At the developmental level, students typically look for the main idea and supporting evidence, but in college this is not nearly enough. To succeed in college, students must also be able to recognize subtleties and details. In written texts, they need to learn how to tease out meanings by picking passages apart, sometimes phrase-by-phrase or even word by word. Similarly, in examining visual images, they need to practice the important skill of "slow looking"—the ability to observe closely, describe accurately, recognize patterns, and connect objects and concepts. Finally, all of our students have to learn how to examine, analyze, and assess data, especially when it is presented in charts and graphs.

What are the obstacles for students and how can you help? When students complain that the class reading is "boring," they most often mean that they couldn’t follow it (unless, of course, you’ve chosen a textbook that really is wordy, full of jargon, and numbingly bland!). Here are some reasons that students struggle as readers and some strategies to address their difficulties:
• **Problem:** They "get the drift," but can't clearly articulate the point or argument made by the material.

**Strategy:** Spend five or so minutes in class asking students to write ONE grammatically complete sentence that begins: "The author’s argument is . . ." or "this graph shows . . ." or "the point of this article is . . ." Then ask students to read out their sentences, and talk briefly with them about which ones are most successful. Collect the sentences if you wish, but you don't have to grade them.

• **Problem:** Students grasp the general idea—they see the forest—but they don’t really notice the trees. Thus, they overlook subtleties, distinctions, complexities, and patterns in what they read.

**Strategy:** Spend a little time in class looking very closely and intently at a passage, image, or chart. Read short passages aloud. Ask students to list as many significant details as they can, explaining why these details seem significant. With what year does a graph of changing incomes begin? Why might it begin with that year? Why might an author use the same term—entitlement program—to talk about both Medicaid and Social Security? What other term could be used? What is the connotation of the phrase "prisoner re-entry"? Does that connotation support or undermine the argument made in the reading?

• **Problem:** Students are missing basic vocabulary and frames of reference. A poem about daffodils doesn't mean much if you've never seen a daffodil; an article comparing social service programs in Sweden and Belgium makes little sense if you know nothing about either country; a chart showing the GNP of the U.S. from 1907-2007 is incomprehensible to someone who does not have a firm grasp of the meaning of "gross" or "national product." Yet students are reluctant to expose these deficits, feeling (incorrectly) that everyone else is in the know. Thus, they will almost never ask!

**Strategy:** It is up to you to be tuned in to this problem; check and double-check. Don’t join them in pretending they understand—and don’t try to "give" them all the information they lack. Instead, raise their self-awareness by asking them simply to underline unfamiliar words or concepts. This process may help lift the fog—indeed, it may free them to be curious. Once they have said to themselves, "Gee, what is a daffodil anyway?" they may be motivated to search for a picture of one.

• **Problem:** A difficult text makes them feel defeated. It seems to them an impenetrable wall of incomprehensible words or numbers, so they tell themselves that it's hopelessly boring and give up after very little effort.

**Strategy:** You can help first by warning them that the assigned material is going to be especially challenging. Tell them it’s hard for everyone, and that they should persevere because the material is important in your field and because a challenge is good for their learning. In class ask them to find and write down one thing, however small—a word, a phrase, an image, a concept—which they do understand. Then call on several of them to contribute their "one tiny thing." As these tiny pieces accumulate, and the jigsaw puzzle comes together, the students will see that they understand more than they thought they did—and that puzzles
can indeed be solved, bit by bit.

- **Problem:** They can succeed in your course without doing the reading. Students quickly figure out that they can neglect or just barely skim their assigned reading when they aren’t held accountable in some way.

  **Strategy:** Make sure that they have to use assigned material as evidence in a paper or class activity such as a debate or discussion. Ask them to prepare short summaries or outlines. Give quizzes and tests on assigned reading. Don’t use class time to go over the reading, thus relieving them of the responsibility of reading on their own at home.

And the always-occurring problem: What about the problem of time?

Although there is never enough class time to accomplish all we hope to achieve, it is always possible to find a few minutes in every class to help our students become more proficient and insightful readers. Here’s how to make time: Deal with administrative matters on email or Blackboard. Stop making announcements in class, and continue content-related conversation online!

**CREATIVE WRITING ASSIGNMENTS**

**Before you Begin**

Ask yourself what intellectual skills or operations you want students to gain by undertaking this assignment. If your only purpose is to check that your students have done the reading or listened in class, you’re better off giving them a quiz or exam than subjecting them (and yourself) to a lengthy writing assignment.

Ask yourself what experiential knowledge or general information students will need to complete this assignment. If, for example, you want to require students to compare something they’ve studied in class with something they’ve observed or experienced on their own, pick appropriate assignments. At John Jay, the idea of culturally-responsive teaching is gaining momentum. We have an incredibly diverse student population, and it is prudent for faculty to think of this when assigning a project or making particular references.

If you are planning a research-based assignment, check whether or not the John Jay Library has the necessary resources, as to not send students scrambling all over the city. The library staff loves working with faculty, and can assist you in planning a library/research-based assignment, and in acquisition of materials. Consider designating times when you will be available to assist students with their research.

Also consider, though, if students are ready for a research paper. If you are teaching a 100-level course, you may wish to make it low-stakes by introducing a student to the library, how to do research (many students are unfamiliar with call numbers), and...
accurate paraphrasing of text. A 300- or 400-level course might be the place for a term-paper type project. When in doubt, think of your department-specified course outcomes.

**Integrate Writing Assignments into your Syllabus**

Foster student success and learning by incorporating pre-writing and writing activities into your course. There are many ways to do this. Assign short papers early in the semester that build toward longer and more complex ones. In class, ask students to brainstorm ideas about the topic; write and compare (or collaborate on) possible thesis statements or opening paragraphs; find and share textual evidence that might be useful in their papers. Require students to submit first drafts or outlines or preliminary findings.

Think through the steps students will have to go through in order to succeed in writing the essay you've assigned and then do something—in or out of class—to help them take some of those steps. (Does this mean that you are "spoon-feeding" your students or "dumbing-down" the assignment? No: it means that you are showing your students that writing is an essential part of the course because it sharpens their thinking and enhances their learning.)

**Formulate Thoughtful Essay Questions**

The main objective of an essay question is to get the student to learn in the process of answering it. It will also teach them to synthesize thought processes and to back up their assertions with evidence. Especially at John Jay, it can be helpful to say to future lawyers and those wishing to enter criminal justice that “Evidence is necessary in your future professions. Essay writing is crucial for the real world!” Simple regurgitation of knowledge is best left to quizzes and multiple-choice tests. A worthwhile essay question stimulates independent thought; ideally, it will also prompt students to write essays you will enjoy reading.

After you draft an essay question, imagine (or even try your hand at) answering it yourself. Then be honest: Is this essay a complete bore to write? Is the question impossible to answer? Can you articulate the characteristics of a successful response? Better yet: Do you want to give students the challenge of formulating their own research question? It’s important for students to learn the power of questioning themselves and the world around them in college. This task, while challenging, can be a rewarding experience from a pedagogical standpoint.

The overly general question is recognizable as a short, sometimes pithily epigrammatic, sentence, with vague or minimal prompts such as "discuss" or "consider" or "evaluate." Questions of this kind give the student no direction, are impossible to explain in terms of specific requirements, will be likely to result in plagiarized work, and are answered well only by a few of the most mature and creative thinkers in your class.

The overly directive question is usually recognizable by the list of qualifying subsections, for example: "in your answer, you should a) survey this; b) compare that; c) contrast x and y with z; d) summarize your conclusions." If this has the advantage of leading the weaker student through the assignment, it squashes independent thought and by the time you've read the thirty-fifth essay, the repetitions will have driven you to distraction.
Seek a middle ground between the open and the closed question. The well balanced assignment will have an explicit range of material or evidence (the texts or the data to be examined); will convey clear expectation of process (comparison, contrast, summary, synthesis, etc.); and will invite interpretations that elicit independent thought.

If you ask the "what-do-you-think" or "do-you-agree" question when you are really hoping for an informed response to evidence, then you are asking for trouble! Students will usually understand the prompt as an invitation for free-ranging personal opinion. Distinguish between personal opinion and evaluation of extrinsic evidence (whether statistical or textual).

**Make Your Expectations Clear**

Writing assignments should include not only a question or prompt, but also a clear statement of your expectations. Warn students of pitfalls (e.g., "don't summarize the plot"); "don't make assertions without backing them up with evidence") and spell out the characteristics of a successful paper (e.g., effective thesis statement, use of evidence from the text or research materials, formal correctness). Provide examples as necessary. The criteria by which you evaluate student writing should not be a mystery. Check the updated CAT website in the coming months for examples of grading rubrics which you can give to your students to assist both professor and student in the grading process.

**Plagiarism-Proof Assignments: Is it Possible?**

Plagiarism is a depressing reality of academic life. While the new syllabus format speaks of plagiarism and possible consequences, many students still feign lack of understanding. Upon request (and to avoid plagiarism), the director of CAT can provide you with an assignment for students to teach them about plagiarism and test their knowledge after reading and practicing reviewing examples of dishonesty.

In addition, the college provides two methods to check for plagiarism. On Blackboard, you can use SafeAssign, which checks assignments for similarity to Internet sources. The college also subscribes to Turnitin.com, an Internet service that identifies plagiarized passages, and many faculty members find Turnitin.com helpful in deterring plagiarism.

*Note: You MUST notify students if you plan to use these technologies. It is helpful if you put this into your syllabus and have students register for TurnItIn.com as the first “homework” assignment of the semester. This way, it avoids headaches the night a paper is due.*

Some professors say the best way to deal with the problem, however, is to design so-called “plagiarism-proof” assignments. Here are some tips, which some say reduce the likelihood of plagiarism; these also serve useful pedagogical purposes:

- Avoid open-ended topics, especially on well-worn themes, topics, and texts for which there are a host of resources on the internet free and for purchase.
- Give assignments based on extremely specific data or parts of texts.
• Require students to attach a cover letter to their papers explaining or describing the most important ideas or strategies the essay contains.

• Require oral exams based on the students' written work.

• Require that a journal be kept by the students, charting their progress through all stages of the assignment.

• Require that a first draft (marked up by them) be handed in along with the final draft.

• Require multiple drafts and peer editing. The drafting and revision process obviously prevents plagiarizing a finished product; and students will often be more ashamed to have plagiarism exposed by their peers than by the instructor.

• Teach the students to write annotated bibliographies, summarizing briefly a source's main point and its usefulness/relevance to the project.

Beyond the Classroom Walls

John Jay's mid-Manhattan location makes organizing special events—guest speakers, museum trips, neighborhood tours—relatively easy. Students often say that such events bring academic issues to life and deepen their understanding of course material. The key to integrating trips and guest speakers into your course is preparation. Require students to draft questions, do preliminary research, fill out worksheets, or write up their experiences. Make your needs clear to speakers, tour guides, and museum officials. Look for funding sources within the College: The school encourages faculty efforts to enrich students' educational experience.

Inviting Speakers and Performers to your Classes

It is surprisingly easy to find speakers willing to come to a John Jay class to speak about causes and experiences that are important to them and relevant to the course. Advocacy groups of all kinds, as well as political, legal, and social organizations are usually delighted to send a representative. Examples of such organizations are the ACLU, the Innocence Project, prisoner reentry and rights organizations, panels from infamous court cases, authors, documentary filmmakers, and local historical preservation societies. Local politicians and other public figures are also willing to come to classes, especially when guaranteed a large audience.

Outside speakers can bring urgency and passion to academic subjects, especially if students have been studying the topic for some time, are excited about the topic, and have the chance to facilitate the discussion and ask questions. This is a great time to allow them ownership of their classroom experience. Some details to ensure your event runs smoothly:

• **Confirm** time, location, and all other details with your speaker in writing, and reconfirm the day before.
• **Notify** public safety via email. Make sure you receive confirmation. Also notify the appropriate security desk by leaving a note in writing, and ensure your speaker knows which entrance to use.

• **Arrange** access to campus for the speaker and make sure someone is downstairs to act as guide and greeter.

• **Prepare** your students ahead of time by asking them to come to class having written 2-3 questions (collect them!) to pose to the speaker.

• **Always ask speakers to begin with something personal and autobiographical.** Who are they? How did they get involved in the cause they're advocating? What in their background or experience led them to their present work?

• **Leave time** after the speaker leaves to discuss the experience with your class.

• **Send a thank-you** letter or email to your guest.

### The City as Our Classroom

#### Class Trips

• Group outings can be a bit difficult to schedule and organize, but they are a sure-fire way to bring a class together. Although students may complain in advance about the change in routine, they almost always love the experience. Supplied ahead of time with a written worksheet to fill out, students pay close attention to places they've never before noticed or thought about.

• Because back-to-back classes might make this impossible, you can allow students to go on their own time over a 2-week period—provided they submit a ticket stub along with their papers as proof of attendance. Students will naturally pair-off to attend anyway. Students often have fun with trips like this, and will often take a photo with themselves at the museum, for example.

### INTEGRATING TECHNOLOGY

At John Jay, faculty members are encouraged to incorporate technology into their curricula and pedagogy. All classrooms are technologically equipped "smart" classrooms, and the knowledgeable staff of the department of Instructional Technology Support Services (ITSS) is happy to help with both training and technical support. To learn more about educational technology at John Jay, consult the ITSS website and/or the Director of the Center for the Advancement of Teaching. The ITSS email address is **ITSS@jjay.cuny.edu** and their list of “Frequently Asked Questions” can be found at [http://www.jjay.cuny.edu/academics/1590.php](http://www.jjay.cuny.edu/academics/1590.php).

Some courses at John Jay are designated as online only; others are "hybrid" and meet once a week in the classroom. Even in more traditional classroom courses, however,
"smart" classrooms allow instructors to take advantage of educational technologies, including PowerPoint, podcasts, and multimedia resources. In the event of equipment problems, ITSS is available on an emergency basis. For immediate help, just pick up the classroom "house" phone and press 2 to reach the DoIt Help desk. ITSS also offers training to faculty through regular "Lunch and Learn" workshops on the latest instructional technology.

**Communication**

Start by making all communications outside of classroom mandatory via school email. **Note: You will often receive “bounce-backs” from student email accounts, and students will often say their John Jay email accounts are non-operational.** Often times, students are able to send emails but are unable to receive email. As such, they are unaware that there is a problem with their account! They will say, “Professor, but I DID email you!” Please remind them to delete unnecessary emails, a common source of the problem. You, too, can encounter this issue, so check your inbox’s email quota and contact the Help Desk.

If students have difficulty getting onto the CUNY Portal or Blackboard, tell them to email the Blackboard Systems Administrator, (blackboard@jjay.cuny.edu).

**Your email:** While you might feel more comfortable with Gmail, Hotmail, etc. as your primary email account, the College prefers that you also use your John Jay email account. Through the Gmail interface (and with other systems—check with DoIT), you can actually send and receive John Jay email. As such, you can use your Gmail, but to colleagues and students, it appears as if your John Jay account is being used! This is an option you may want to consider.

**Blackboard**


Blackboard is a platform that many professors use both to facilitate student-to-student and student-to-teacher communication and to assist in the management of courses. Since this e-learning tool is already supported by John Jay and CUNY, students and professors have immediate access. You must, however, remember to make your course “active” before students will have access to your materials for the semester.

Whether you teach an online or a traditional classroom course, Blackboard can enhance instruction. To receive training in Blackboard, ask the Blackboard team for their Training Schedule. They can be reached at blackboard@jjay.cuny.edu, or by calling 212-484-1197.

Online courses depend on Blackboard, but you can integrate Blackboard into a traditional classroom course in a number of worthwhile ways:

- Post announcements and assignments. Even if you are in the habit of making in-class verbal announcements or writing assignments on the board, it will prove to be very useful to use the Blackboard, so students (and you) have a permanent, easily accessible record. That way you and your students will not have to rely on
your memory (or scraps of paper) and students cannot claim that they were not informed about important matters.

• Post course documents, such as PowerPoints that you use in class. You can also post articles or sections from out-of-print texts that you’d like them to read.

• Keep a copy of the Syllabus online in electronic form.

• Use the Calendar Feature to set up due dates etc. This helps as a reminder to students and shows up on the main Bb page.

• Provide external links to interesting and course relevant websites.

• Use the Blog and message board tools to increase collaboration among students and between you and your students.

• Maintain your Gradebook online so students (and you) can continually monitor progress.

• Use Blackboard for assignment submissions. You can require that all assignments be submitted via Bb, and thereby save yourself stacks of paper (and spare some trees in the process). There are features on Blackboard that can also check for plagiarism.

**JOHN JAY ONLINE**

The Office of John Jay Online is responsible for all online and digital learning within the Office of the Provost and Senior Vice President for Academic Affairs at John Jay College of Criminal Justice. The current link is [http://www.johnjaycollege.net/support-center](http://www.johnjaycollege.net/support-center), which is the Support Center at John Jay College.

**THE JOHN JAY LIBRARY**

New members of the faculty should get acquainted with the many resources of the Lloyd Sealy Library at John Jay. Among these valuable resources are eReserves, Interlibrary loan, multitudinous full-text electronic journals and online research databases. The John Jay library is part of the larger CUNY system, and the holdings of all CUNY libraries are listed in the CUNY+ catalogue. A valid CUNY ID card gives faculty and students access to all libraries within the system. You may also request books to be sent to you from other CUNY libraries (via the inter-campus loan service known as CLICS) and can accept the return of materials borrowed from elsewhere in the CUNY system.

Reciprocal agreements with other libraries in New York City also allow CUNY faculty to use the collections of colleges such as Fordham and Columbia: go to the reference desk to obtain permission to visit non-CUNY libraries.
The John Jay Library is more than a collection of materials: the College's librarians are known both for their expertise and for their dedication to helping students and faculty.

**Be sure to consult a Librarian if you are planning a research assignment for your class.** Often, the librarians can warn you of pitfalls or make suggestions that will help students succeed. The library will also collaborate with you in designing a library class to prepare students for their research projects. To get advice or to set up a library class, stop by the Reference Desk, call 212-237-8246, or email the library via Ask a Librarian.

**Library Resources**

Make sure that students are aware of the rich library resources available to them as students at John Jay. Guide them to the regularly-scheduled library information sessions. You may even want to make one of their first assignments a graded assignment where they must visit the library and actually pull physical books off of the shelves. (Believe it or not, many students have not had this experience and try to immediately Google a book.) At the same time, they can practice citation skills.

Insist that they develop their classwork by physically visiting the library and learning how to use library resources and scholarly databases specific to your discipline e.g. JSTOR, NYTimes Historical Index, Medline, Academic Search Premier, etc.

**Media**

Integrate some form of audio-visual component, either as a movie or documentary, to vary or enrich the presentation of course material. Many students enjoy visual depictions of course content. Look around the city to see if a relevant film or documentary is viewing. Or, if using Blackboard to email the class, send them all a YouTube link that they can view from their Smartphones outside of class. This is bound to increase student engagement and thoughts of course material outside of class time.

**Effective Online Discussions**

Online discussions can enrich students’ learning, in traditional as well as in online courses. Using Blackboard for productive discussions poses special challenges, however. When you're in a classroom and you want to check that the basics of the assignment have been grasped, you might begin with a few quick questions that require a short answer response. Students may simply shout out the answers rather than put their hands up. This process only takes a couple of minutes, and then you move onto more demanding material, satisfied nonetheless that most of the students have a sufficient grasp of the necessary points.

How do you do that online? If you post a basic question, it is pointless (and boring) for everyone to answer, yet if they don’t answer they don’t get credit and you don’t know whether they understand. In personal interaction, it is possible to move seamlessly between such low-stakes, non-“Googleable” knowledge (“When was the Constitution signed?”) and the more thought-provoking, demanding question. This flexibility is lost in online interaction. It is thus crucial to distinguish systematically between testing for facts and for analytical skill. Use quizzes regularly to ensure that preparation has been done
correctly; keep the discussion board strictly for analysis rather than regurgitation of fact. That way, students can feel that their contributions are unique, and the discussion has a genuine progression to it.

So, how do you frame the right question? When we ask a question in the classroom, we know immediately from a dead-fish-eye response that it was a dud question, and we rectify it on the spot with a follow-up question. In the online situation, you have to get the question right first time. Regard each question as a mini-lesson in itself: ideally, it should offer new information, build bridges to information students already know, and open up a way for them to analyze the two together in imaginative ways. For example:

- Begin with a one-paragraph lecture organized around the main point of the discussion. (It is always good to incorporate a relevant image to break up the information.)

- Turn to the topic or text the students have prepared, and ask them to apply in some way this new information. Make the application sufficiently open-ended to allow for diverse perspectives; make it specific enough for the students to see the possible connections.

EFFECTIVE LECTURING

In the age of the active learning classroom, the formal lecture has largely fallen out of fashion, yet it remains a dynamic form of teaching when properly planned and when lecturers are mindful of their audience. Unfortunately, however, students are too often subjected either to careless or unskillful lecturing (disorganized, long-winded, self-referential, rambling, and entirely instructor-centered) or to lecturing that is not geared to students' level of knowledge and that includes no follow-up to check on what information they have actually assimilated.

Selecting Lecture Material

The first thing to consider is the nature of the material that students need to learn, and to distinguish between material that is best worked through by the students themselves and material that is best handled by the instructor. It follows that much of the lecture content is informational and factual. Yet the lecture should do more than disseminate facts. It is an ideal opportunity to offer the students a performative model of an organized, scholarly argument. It’s helpful to tell students who struggle with essay structure that a particular class lecture will be an essay: We begin class with a thesis statement. The professor gives an argument supported by evidence. The bulk of many classes is spent debating this, and then we offer a conclusion.

Avoid simply "going over" the textbook chapter you have assigned for the day. A lecture of this kind rewards students who failed to do their reading, bores those who did, and sends a message to both groups that you did not really expect anyone to prepare for class. Your lecture may elucidate the reading, but it should not be a substitute for it. Ask
each student to come to class with one question based on the reading to ensure students read for class.

**How Long?**

Cognitive research has shown repeatedly that the average adult student’s attention-span in a lecture drops after 15 minutes and is at its greatest in the first 5 minutes. Therefore, even if you intend to lecture for the duration of the class, plan to break the material into 15-minute segments with short intervals of active engagement (2-5 minutes). This could be as simple as a pause for questions or a recapitulation of the material thus far, or it can be as elaborate as a student role-play. The switch of attention and the requirement to participate reenergizes students to pay attention for the next 15-minute mini-lecture. It also fixes the content of the previous mini-lecture by giving students an opportunity to apply what they have heard.

If teaching a double-length class that meets only once a week, make sure everyone gets two breaks. In classes, flicker the lights and switch up the activities. Include group work, multimedia, etc. to keep students’ attention.

**Planning the Lecture**

Although it’s unlikely that you would write out your lecture in full (as one might for a scholarly conference), you need to have thought through each stage of the lecture carefully. And unless you are an unusually disciplined, charismatic, and experienced public speaker, you need to speak from notes and make use of illustrative material handouts, slides, YouTube clips, music/speech recordings, and/or PowerPoint to keep you on track. Ideas that seem to gel brilliantly in the quiet of your office have a habit of falling apart in front of your audience.

**Illustrating the Lecture**

- If you are extremely clear as a speaker, you might think you can get away by being a great storyteller. But remember that there are different types of learners who learn best with visuals to truly “see” your key points. You will also need to heavily emphasize the main points through slowing down, repetition of the sentence, or the blunt command to "write this down." You may notice many students will sit through the entire lecture with no notebooks or laptops open. They may need prompting to take notes.

- The whiteboard and markers are the instructor’s basic props, but take a hard look at what you have written by the end of the class. More often than not, single words, dates or formulae are scribbled with no context or apparent relation between them, often slantwise as the instructor is continuing to face the class while writing, and the final product is incomprehensible to a third party walking into the room. Learn to organize the space of the blackboard, using one side for main points and the other for secondary material; or number words/sentences to show their place in the hierarchy of your ideas. Try to think of the blackboard as a
map of your lecture rather than as a scratch pad.

- Handouts are ideal for fixing important concepts and supplying extra material (such as quotes or bibliographies), but they also require preparation and prior photocopying. Do not leave the photocopying to the last minute, as it will invariably be the day there is a long line at the copier or that the copier chooses to break down. Also, distribute handouts before you begin: it is distracting to hand out material while you’re speaking, and students will stop listening.

- PowerPoint is an excellent way to illustrate and to headnote key concepts and keep the students’ attention. But be sure not to overwhelm your pages with too much text. Make sure students don’t become overly reliant on your PowerPoints if you post them to BlackBoard. Also: If you dim the lights, make sure the students stay awake!

- A note about Handouts and PowerPoint: Many students will see these as the “only notes needed for class.” They will then not write down anything throughout the course period, missing the opportunity to make neuronal connections and learn by hearing new information, seeing it on the board or screen, and also writing it down. Be sure to encourage note-taking as well.

### Activities to Reinforce the Lecture

- Ask the students to write down the main point of what you have just lectured. (It often helps to give them a starter sentence: "The main point I learned was that.") Then ask for a few volunteers and summarize (and modify) the findings.

- Or ask the students to write down one question relating to the material you have covered. Dealing with those questions can easily take up the rest of the class, so think about what you want the students to do with those questions.

- Do a lecture-recapitulation as a brainstorm, writing up everyone’s recollections of your points without analysis or editing. Then, when finished, summarize and qualify.

- Supply the students with a problem/case scenario illustrating what you have just lectured on (or an illustrative piece of text or data), and ask them to apply what they have learned.

- Give a mini-quiz based on the content of your lecture. It is often a good idea to get the students to work in pairs or groups for this, as they get to share their knowledge and meet the challenge of a competition.

### GETTING FEEDBACK

**Formal Student Evaluations**
Student evaluation of faculty must occur every semester in every section taught. Painful as it occasionally may be, pay attention to both the statistics and the students' comments. Although there will always be some disgruntled or silly responses—criticisms of your clothes or your haircut as well as complaints about unfair grading—you will also get valuable and constructive criticism. As you review the statistics, look for patterns in the responses. If two students complain about your attitude or your use of class time or your clarity, they are probably mad about their grades: if ten or twelve or twenty give you low scores in the same areas, it is time for some honest self-examination. Similarly, as you look through the comments, ask yourself if certain criticisms occur repeatedly, and if they do, take them seriously. It is tempting to blame complaints of boredom or dissatisfaction on the students—we tell ourselves that if only they were better prepared and more serious, they would appreciate our instruction—but repeated criticisms probably contain at least a grain of truth. If you get many negative comments, ask yourself if you could change your teaching style to address them: are you lecturing too much and ignoring the students? Do you welcome disagreement? Are your assignments realistic? Are you allowing a handful of students to monopolize discussions? Are your expectations clear?

Informal Student Evaluations

At any point in the semester you can ask students to evaluate a particular class, an assignment or a text, or you can have them tell you how they think the course is going in general. These evaluations may be done anonymously, but you can also have them write a signed letter to you; they will often use this opportunity not only to evaluate the course, but also to tell you about their own situation as students. Periodic informal evaluations are worthwhile because they alert you to fixable problems while reminding students that they are active and important participants in their own education. Studies show that professors who give their own mid-semester evaluations end up getting higher student evaluations at the end of the term, because of the perception (rightfully so!) that their professors care about improving the course in response to student critique.

Videotaping

To see yourself the way your students see you, request Media Services to videotape one of your classes.

Reviewing the tape can be helpful as well as humbling. You may also contact CAT to request consultation on your teaching.

Interdisciplinary Teaching

Faculty interested in developing or co-teaching interdisciplinary courses should investigate opportunities offered by the Interdisciplinary Studies Program and the Graduate Program or consult the Dean of Undergraduate Studies about the possibility of proposing co-taught experimental courses.

Interdisciplinary courses can be thought of in two ways. One way—especially appropriate for lower-level courses—is to think of the topic or texts as the means of introducing the characteristic approaches of different disciplines. The professors aim to teach the students to recognize and ask the kinds of questions that each of their disciplines
traditionally poses—either to a topic or to a text. If the students read *Plato’s Apology*, for example, a philosophy professor will be most interested in one set of questions, a literature professor in another, and a history professor in yet a third. A second way of thinking about interdisciplinary courses—more appropriate to upper-level and graduate courses—is to think of the disciplines as approaches that can be combined to understand or explore a complex topic. To understand the topic of Human Rights, for example, one might enlist and synthesize the traditional approaches of a variety of disciplines, including history, political science, sociology, anthropology, and philosophy.

To be effective for both students and professors, interdisciplinary teaching requires careful and imaginative planning, with attention to pedagogy as well as "content." Co-teaching is not to everyone’s taste: to be successful you and your teaching partner will have to make compromises as you develop your syllabus; agree on assignments and grading standards; negotiate class policies on attendance, lateness, plagiarism, etc.; and—most difficult of all—share class time. All this involves a considerable commitment of planning time and a great deal of flexibility. Keep in mind that a bad teaching partnership can have all the worst features of an unhappy marriage: domineering behavior, passive aggression, simmering resentments, and public displays of private tensions. (Fortunately, all interdisciplinary "marriages" are dissolved at the end of each semester!)

**Here are some tips for successful interdisciplinary co-teaching:**

- Divide the housekeeping chores fairly: if one of you keeps track of the attendance, the other should prepare the syllabus or order the books.

- Figure out how you want to do grading. You may decide either that each of you will always be responsible for grading the same half of the class (Prof. Smith will grade only the students with names beginning A-L and Prof. Jones will grade the rest); or you may decide to alternate assignments, Prof. Smith grading all of the papers in Assignment #1, Prof. Jones grading all the papers in Assignment #2; or you may alternate groups, so that Prof. Smith grades the students with names beginning A-L for the first assignment and the students with names beginning M-Z for the next paper. Whatever method you choose, try to use the same grading standards as your partner by "norming" yourselves: before you grade the first set of papers, read three to five of them together and talk about them. Which of the batch do you think is the best? The weakest? Why? What grades would you give them?

- Be tuned in to how much class time you are taking. We academics love the sound of our own voices, but are students hearing your voice much more than your teaching partner’s? Are you interrupting her? Do you steer the class off the course the two of you had planned because you suddenly had an idea you felt like pursuing? Team teaching requires that you be able to silence yourself.

- Meet with your teaching partner before each class not only to discuss what you will cover but also—more importantly—to plot out how you will use the class time. Think in terms of exercises and activities as well as lectures. You might, for example, schedule a quiz (5 minutes), followed by a lecture by Prof. Smith (15 minutes), followed by a debate on the subject of the lecture led by Prof. Jones, and ending with a low-stakes in-class writing task.
Note: Interdisciplinary teaching is least satisfying when faculty simply divide the class time, half for a lecture in one discipline, half for a lecture in the other, so that students essentially have two disciplinary mini-courses instead of an interdisciplinary synthesis.

- Meet briefly after class to discuss how things went. Think about whether the students learned what you wanted them to learn and what you might do differently in the next class meeting.

Managing Your Classroom

It is up to instructors to set the tone for the kind of classrooms they want. Although occasionally such a classroom just “happens” when the chemistry is good and the material engaging, it is your responsibility to communicate your expectations about a constructive learning environment and to reinforce those expectations throughout the semester. If you do this effectively, the students will understand that they are the ones who benefit most from a well-ordered, engaged, and harmonious classroom.

Student resistance in the classroom takes two forms:

Active: Students behave impulsively or rudely, walking in and out of the room, text-messaging, eating, or socializing.

Passive: Students sit quietly, but they are inattentive: they may be asleep, daydreaming, doing homework for other courses, or gazing blankly into space.

Tips for Avoiding Active Resistance: Establishing Classroom Etiquette

- Make your expectations clear by including in your syllabus your rules regarding classroom eating and drinking, cell phones, walking in and out, etc. If students violate any of these rules, speak to them unobtrusively during class or privately afterwards. Often you can just signal students to put food or cell phones away.

- Ask for help if you have a student who persists in volatile, rude or defiant behavior. You can speak with Dean of Students Kenneth Holmes, who can intervene with a student. Sometimes, all that is needed is coaching for a professor in dealing with difficult students, in which case the CAT director can work with the professor. Other times, the student needs coaching in appropriate behavior modification and anger management techniques, and the Counseling Office intervenes. Other times, the Dean’s Office might recommend more severe interventions, such as a behavior contract, classroom removal, etc. Every faculty member sooner or later encounters such a student; do not feel that you are on your own. And many times, a student who is “acting up” in your class is often doing the same in others. This might indicate a mental health issue, or can indicate an escalation towards violent behavior. Early intervention ensures everyone’s safety.

Note: if you think a student may be a risk to himself or others, contact our Behavioral Intervention Team. For more information, see http://www.jjay.cuny.edu/3517.php.
**If you feel you are in immediate danger, dial x8888 from any campus phone to be connected to the public safety desk.**

- Set a good example. In the classroom—as in the rest of life—people who are polite toward others are more likely to be treated politely in return. Be a model of courtesy and consideration yourself: begin and end class on time; do not continue to orate when most students have obviously stopped listening; respond respectfully to students who disagree with you; speak to problem students in private; listen without interrupting (except when a student is himself going on too long); and avoid scolding. Fostering a sense of responsibility in your students is an ongoing challenge, and your worst enemy can sometimes be yourself when you habitually answer your own questions, listen only to your own voice, or rely on a few star students and ignore the rest.

- Most importantly, create a constructive atmosphere in class by ensuring that students are actively involved and attentive. If you are lecturing, pause periodically to ask a question or to check they have understood the material. If you are leading a discussion, make sure that you are really listening, that you are not letting a few students dominate, and that you are not responding to each and every one of their remarks with a lengthy comment of your own. If students are engaged in a group exercise, make sure to show that you take it seriously by designing short, specific tasks; asking groups to report; and walking around checking on progress.

**CAMPUS INITIATIVES:**

**PROJECT CIVILITY**

Slated to begin in the Spring of 2013, Team Civility is a campus-wide civility initiative for students, faculty, and staff, spearheaded by Paul Wyatt, Director of Student Relations. The mission of Team Civility is to promote civility and to foster a respectful campus community by focusing on the 10 Keys to Civility. These guiding principles are as follows:

- Respect Others
- Say Thank You
- Think Positively
- Accept Others
- Pay Attention
- Rediscover Silence
• Make a Difference
• Keep Your Cool
• Speak Kindly
• Listen

Why Team Civility on our campus? By raising awareness and nurturing these principles within ourselves and others, we will strengthen our sense of community and foster mutual respect throughout the College. Civility and the guiding principles are essential to an academic environment, both in and outside the classroom. The first step is self-awareness. By individually following the 10 Keys of Civility, we are reinforcing the mission of the College in a practical way. The focus of Team Civility is to encourage students, faculty and staff to promote respect and courtesy on campus in a way that is highly visible. Promoting civility on campus is not solely defined by holding the door open for someone or respecting campus rules and grounds; civility means treating others with consideration and respect. Team Civility will serve to transform the campus culture to a more inviting space for our College community.

Interested students, faculty and staff will participate in a wide range of campus events from a monthly Team Civility T-Shirt Day where all members wear their T-shirts, to demonstrating purposeful acts of kindness, to tabling in the atrium lobby during community hour.

If you are interested in becoming a Team Civility member, contact Paul Wyatt at 212-237-8871 or pawyatt@jjay.cuny.edu.

CAT plans to run a seminar with Mr. Wyatt on principles of Team Civility and how the implementation of such an initiative can affect pedagogy in classes where fierce debate is par for the course e.g. law, courses on controversial topics in media, etc.

Outcomes Assessment

"Outcomes assessment" has become a hot new topic in higher education, and some faculty members are therefore skeptical about what may seem like just another faddish administrative initiative. After all, experience tells us that education is in some ways a gradual and mysterious process: when we encounter as seniors the students we have known as callow freshmen, they have often metamorphosed into a mature and nuanced thinkers colleagues as much as students. This transformation more closely resembles a slow chemical process-fermentation, perhaps than it does the accretion of measurable chunks of knowledge.

Yet outcomes assessment merits serious consideration as a rubric for thinking systematically about students' learning. Long before the term "outcomes assessment" came into fashion, thoughtful teachers tried to set learning goals for their students and to embed in their courses ways to monitor the progress their students are making in achieving those goals.

The Guide to Teaching at John Jay College includes numerous strategies for defining goals and measuring student learning—the two processes that are at the heart of
outcomes assessment. Every time you write a syllabus, choose required texts, and create assignments you are, in effect, setting goals for your students; every time you design and mark an exam or student essay, give a pop quiz, review a writing portfolio, evaluate an oral presentation or creative project, or pause in a lecture or at the end of a class to have students write down what they have learned, you are measuring student progress. Making these activities conscious and deliberate improves your chances of success as a teacher. "Outcomes assessment"—as a field of educational scholarship—aims to help you in this process by providing tools and strategies for more effective, systematic, rigorous, and research-based pedagogy.

NSSE & TEACHING

Addressing Student Engagement

In 2013, the Center for the Advancement of Teaching will be expanding its efforts to address some of the concerns raised by the College's results on the latest National Survey of Student Engagement (NSSE). Our hope is to address these concerns from a pedagogical standpoint with faculty insight and perspective, by hosting various symposia.

Many of you might already be familiar with the survey, which has been administered at the college in the past. (See previous results from NSSE surveys here. A thorough explanation of the survey, along with an FAQ, is available here.)

There are five specific benchmarks addressed in the NSSE survey. CAT has chosen three benchmarks that we—as faculty—can directly address via pedagogical techniques adopted in our teaching. Seminars and colloquia, many of which will be led by faculty, will address the following NSSE benchmarks:

1. **Active & Collaborative Learning**: The extent to which students collaborate with others, think about what they are learning in different settings, and are intensely involved in their academic work.

2. **Student-Faculty Interaction**: The degree to which students interact with faculty inside and outside of the classroom.

3. **Enriching Educational Experiences**: The degree to which students engage in learning experiences outside the classroom and/or outside of required academic work.
ACADEMIC DISHONESTY

Cases of Plagiarism are to be reported to Kevin Nesbitt, our Academic Integrity Officer.

The requisite forms that must be consulted and submitted to Mr. Nesbitt (knesbitt@jjay.cuny.edu) can be found here:
http://www.jjay.cuny.edu/web_images/FacultyReport_Forms.pdf
http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf

Prevention

• The most effective way to prevent plagiarism is to teach the students to understand how to document sources correctly. Precautionary measures, such as statements in the syllabus, verbal warnings, etc., are necessary, but not as effective as turning plagiarism into pedagogic opportunity. Practical exercises—clarifying the differences between verbatim plagiarism, copying of ideas and opinions, insufficient acknowledgment, paraphrase, and correct citation—give students the confidence to distinguish between what they learned from a source and their own development of material. The integration of such exercises is appropriate not only to basic composition classes but also to all levels of writing classes and to all content-based classes

• Plagiarism can also be prevented or at least made more difficult by changing the nature of assignments. Short, in-class writing is no substitute for take-home work, but can be invaluable for efficiently gauging a student's writing abilities and grasp of the material. Another preventative measure is to formulate take-home assignments for which Internet information is unavailable or unsuited: for example, by assigning detailed, specific tasks. Finally, although they are time-consuming and therefore hard to accommodate in a content-based course, successively revised drafts of the same assignment maximize the student's own input. If you do not have time to read and respond to multiple drafts, you can nevertheless require students to staple their first drafts (with their own corrections) to the papers they hand in. Repeated peer review also helps deter plagiarism; the student will often care more about what their peers think of them than the instructor.

• Every syllabus is required to have an explicit statement about academic integrity, the College’s policy on plagiarism (see section on the Model Syllabus) and a referral to the college's full policy. Students need to know what constitutes a violation of the Academic Integrity Policy, and what the consequences are of any violation. Apart from acting as deterrence, a full explanation of the policy protects you from accusations of prejudice or of failure to caution in the event of disciplining a violation.
It is the student’s responsibility to observe academic integrity in all circumstances, and to know the difference between licit and illicit use of material written by another person. Ignorance of the rules is not a justification, and lack of dishonest intent does not change the fact of the violation. Although it is your responsibility to foster awareness of academic integrity, students cannot blame their violation on any failure of yours to caution them sufficiently.

Electronic Plagiarism Monitoring: Logistical Information

**Turnitin.com** & SafeAssign (BlackBoard)

Turnitin.com & SafeAssign (a Blackboard Feature) are originality checking and plagiarism prevention services. An instructor choosing to use these service **must** alert students by including a statement in the course syllabus or—if the decision to do so is made later in the semester—on the assignment sheet. Detailed information regarding submission and assessment policies must also be included.

**Here's how to go about incorporating Turnitin.com into your teaching:**

- **Contact** The Blackboard Faculty Support Group at blackboard@jjay.cuny.edu and/or 212-484-1197. You will be provided with the John Jay ID # and password. Because this information is strictly confidential, it will not be disseminated via email. In addition, it must not be distributed to students or other colleagues. You will only use this information once to create your new account.

- **Go to** Turnitin.com and click on New User. Scroll down to the bottom of the page to the New User module located in the lower left-hand corner. Click on the Sign Up for Turnitin link. Follow the prompts for creating a new instructor account. Your students will follow the same steps for creating their own accounts.

  **However, they do not use the John Jay ID # and password.**

- **Once the user profile is created,** you can access Turnitin by going to [http://www.turnitin.com](http://www.turnitin.com). Log in using your e-mail address and password, which you created when setting up your account.

- **You will need to create the class or classes** for which you will be using Turnitin. You do not need to create a new account for each class. Nor do you need to create a new account each semester. Simply continue to add classes.

- **You must give your class a name.** This name is of your choosing and does not have to reflect the John Jay ID name. You will then create an enrollment password. Once you do this, Turnitin will generate a class ID number. This ID # and the password you created for the class is the information your students need to enroll in the class and submit their papers.
• Include a statement in your course syllabus of your intention to use Turnitin.com, explaining that all work submitted electronically may be subject to review by the service.

• Clarify in your syllabus whether the students are to submit work directly themselves to Turnitin.com or whether they are to send you the files, out of which you will submit only those whose authenticity you question. If you choose the former, you will need to include exact instructions for submission, and do preparatory submissions to ensure all students are familiar with the procedure.

Requiring all students to submit their work individually to Turnitin.com has two advantages: first, it saves you the work of submitting suspect work yourself; second, it preempts any accusation of prejudicial treatment of individuals because everyone’s work is checked by the service.

• Include instructions in your syllabus about correct submission of electronic files, whether to Turnitin.com or to you. Specify whether documents should be in Word, or Rich Text Format, etc.

• If you use the Turnitin.com report as evidence of plagiarism, the student has a right to see that report, if he/she does not already have access to it.

• It is a good idea to teach student how to use Turnitin.com themselves and to allow them to see their originality reports. Doing this warns them of the immediacy of detection, raises their consciousness about observing correct citation procedures, and provides them with an opportunity to self-correct. Because Turnitin.com highlights all quoted passages, it also allows students to judge if they are stringing together too many long quotations instead of working through the material themselves. Pointing out to students that Turnitin.com provides excellent learning opportunities is much more effective than simply using it as a threat. It is, after all, a plagiarism prevention system.

• SafeAssign is a bit simpler; students merely update their work to the class Blackboard page. Note, though, that many students are not always compliant and do not log into Blackboard. TurnItIn offers students the opportunity to register with a preferred (non-John Jay email account), so they are often more apt to use this site instead.

**Enforcement**

Faculty should be aware of John Jay’s policy on plagiarism and other forms of cheating (See the college’s policy for reporting cases of academic policy at http://www.jjay.cuny.edu/academics/762.php), and remember to include the College’s statement on plagiarism and integrity in your syllabus. It is advisable to go over this statement in class and to make sure that all students understand what is meant by "plagiarism."

If you catch a student cheating, enforcing the college's rules can be stressful and disheartening. No faculty member, whether adjunct or full-time, junior or senior, should
ever feel unsupported in enforcing college rules. If you need advice or backing, consult your department chair and, if necessary, the Dean of Undergraduate or Graduate Studies. If for some reason, you are reluctant to do so talk (in confidence) to the Director of the Center for the Advancement of Teaching. The Academic Integrity Officer, Kevin Nesbitt, handles reports of academic dishonesty.

TESTING & RESPONDING

Be sure to include dates of mid-terms and other important tests on your syllabus. If you plan to give "pop" quizzes, it's a good idea to mention that this will be part of your approach to teaching. Students should have a clear and realistic sense of how they are doing in your course well before the official withdrawal date.

Quizzes

Quizzes are useful in a number of ways. If they are administered at the start of class, they reinforce punctuality; if they cover the day’s reading, they encourage students to keep up. Quizzes also tell you whether the assigned material has been understood. They give less advanced students a chance to do well, and they offer relief in writing-intensive courses. Finally, quizzes help you identify students who are falling behind or failing to grasp the material, so that you can intervene by recommending tutoring or, if necessary, withdrawal from the course.

Here are some basic guidelines for quizzes:

• Routinely administer "pop" quizzes, namely, quizzes given without notice, as they keep students prepared and on their toes.

• If the quiz is administered in the classroom and the classroom is crowded (making it easy for students to see their neighbors' answers), take the trouble to prepare two separate quizzes (versions A and B) on different sheets of paper, and to distribute them alternately. The simplest and fairest way to do this is to ask the same questions in the two versions, but to present the questions in different order. (This will require advance planning in order to photocopy them).

• There is little merit in quizzing students on mindless details—much as we would like them to have paid attention to such niceties. Design questions that help the students get a sense of the main points of the assignment.

• Structure the lesson content to enable students to apply the knowledge tested in the quiz. Make the quiz relevant to subsequent discussion.

• Take-home quizzes (which are by definition open-book assignments) enable the student to assimilate material at a deeper level. Blackboard offers a sophisticated quiz software that can transform quizzes from rote catechism to a thought-provoking learning exercise.

Midterm Exams
Many professors give one or two period-long exams during the semester; others choose to give a combination of short quizzes, longer tests, and in-class or take-home essays. Regardless of the assessment model that you choose, it is your responsibility to ensure that your students have received some grades and assessment of their work before the official withdrawal date. This assessment should include not only their performance on short-answer tests, but also their ability to respond in writing to more complex questions.

**Final Exams**

College policy strictly governs the scheduling and administration of final exams. These regulations may seem exacting or legalistic, but they exist both to protect faculty from complaints and to help students succeed. Deviating from the final exam schedule and rules creates difficulties for some students and also makes you vulnerable to grade appeals and other time-consuming problems.

Unlike mid-term exams, which you administer at your discretion, final exams are governed by college rules. Go to Final Exam Schedule for more information. Although the college's "contact hours" rules require that you meet with your class during the designated two-hour exam period, you may, in certain courses, feel that a traditional two-hour final is not the most helpful way to assess the students' learning.

Most final exams for 3-credit courses have 2-hour periods, and these are scheduled centrally. Check carefully that you have correctly identified your allocated time: See Final Exam Schedule. Do not, under any circumstances, give your final exam at an unscheduled time, since this inevitably creates conflicts for students taking exams in other courses.

If you choose to give a take-home exam or final paper in your course instead of an in-class final exam, remember that you are nevertheless required to meet with your class during your scheduled exam period, since those hours count as official course "contact" hours. Thus, you cannot simply to cancel your exam-week class meeting.

The Registrar has emphasized that the scheduled period counts as a regularly scheduled class. If you choose not to give a final exam then the class is still required to meet and attendance counts. Any exam that requires review of the full semester's coursework should be held during exam week rather than during the teaching semester to give the students time to prepare.

The final exam must be held at the centrally scheduled time and must be proctored by the instructor of record. Blue final exam books are to be retained by the instructor and not returned to the students. Blue final exam books must all be held on record by the instructor for at least one full year. If you leave the college, you must leave the books with the department secretary. Your exam paper—the full questions and regulations—need to be kept for much longer. Ten years is the time stipulated by CUNY regulations.

**Responding to Student Writing**
Reading and commenting on student writing is surely one of the most onerous obligations of our profession: colleagues use expressions like "mind-numbing" and "soul-killing" to describe the experience. Although the College's writing-across-the-curriculum guidelines (as well as our own professional sense of responsibility) require that we assign and respond to stacks of student papers, it is hard not to wonder if the hours we put in pay off in terms of students’ learning.

If, eager for guidance or inspiration, you search "responding to student writing" on Google, you will get over a million results. No doubt some of these entries contain great wisdom, but if you do not have time to read them all, here are a few tips:

**Assign Paper Topics That You Won't Hate Reading**

- Design your assignments so that student can succeed.
- Assign papers on topics that interest you and that might engage your students—and steer clear of essay questions that require students simply to regurgitate course material.
- Include in your assignment a clear statement of your expectations; describe pitfalls, provide examples, and explain criteria by which papers will be evaluated.

**A. Think About Your Aims as a Grader of Papers**

Who is the audience, really, for your dutiful comments? (Some of what we write in the margins seems designed to satisfy some imaginary Grammar Nanny, not to enlighten student writers.)

**B. Find Ways to be Efficient and Effective**

- Before you plunge in, glance through your stack of papers to get an overall sense of how the group has done with the assignment.
- Experiment with different ways of responding to papers. Try reading holistically, making no marginal comments at all and limiting yourself to a comprehensive end comment. On another set of papers, try making extensive marginal comments, noting successful points as well as deficiencies, and use a simple short-hand system to do so (e.g. smiley faces or checks or exes). Or try creating an assessment grid on which you rate each paper according to pre-established criteria (thesis statement, use of evidence, etc.) CAT offers workshops on rubrics, and you may wish to design a rubric early on in the semester.
- Does a student need to review English writing skills? If a paper is not readable because of issues of syntax, grammar, etc., then stop reading early on. Meet with the student and explain that while the ideas might be fantastic, you’d love to regrade the paper from scratch after a consult with the Writing Center or the Center for English Language Support. Our students often have wonderful ideas, and may need assistance in learning
how to convey these ideas.

- Avoid commenting on everything. It exhausts you and is counterproductive if you want the student to learn from your corrections. Confine your comments to two or three essential points that you want the student to register. A deluge of detailed criticisms overwhelms students, distracting them from the key points that will help them write more successfully the next time.

- Write an end comment that responds to the paper as a whole. Make no more than two or three criticisms or suggestions. Be clear and honest, but avoid writing snide or nasty comments: put-downs are seldom productive. Try to find something to praise in a poorly executed assignment; try to suggest some possibility of improvement in an excellent paper.

- Use language that students will understand, not technical editing terms. Also avoid technical editing symbols, such as those used in copy editing.

- Refer to the instructions, criteria, and advice that you have included in the assignment and/or grading rubric.

- Take advantage of Blackboard, e-portfolio software, and other instructional-technology resources both to respond to student writing and to track students’ progress in particular areas.

- Require students to do something with your comments: revise their topic and concluding sentences, summarize what you’ve said, take the critique and apply it in another assignment, etc.

C. Experiment with Student-Centered Methods of Responding

Peer evaluation can be invaluable to students. It is a two-way process, and giving feedback can be more instructive than receiving it. Students are also often generous with their time, and will sometimes tutor their peers outside the classroom and the formal assignment.

Students need to be taught how to evaluate each other’s work, just as instructors have to learn to grade. Simply throwing students into groups, floating around the class, and hoping everyone is doing your job successfully is not peer evaluation. Here are some general tips for setting up an in-class peer evaluation assignment:

- Ensure the students know that the work they bring to class will be evaluated by their peers.

- The work for evaluation should be short enough to assess in class, and well presented (typed, clearly charted, etc.).

- Have a related back-up assignment for individuals who show up without the work done. Put all such individuals together into their own group so that they don’t hold up the others.
• Get feedback from the students, rather than asking them to assign a grade.

• Encourage both honesty and constructiveness in the feedback.

• Based on what you want the evaluation to achieve, give a short list of criteria for the students to use as guidelines (e.g. relevance to question, quality of evidence, etc.). Frame the criteria as questions: for example, "do the statistical charts demonstrate evidence for the assignment's claims?"

• An excellent way to package the evaluation criteria is to circulate a Peer Evaluation Report, recording the peer critiques, which the student can attach to the assignment.

**Self-Evaluation**

Self-Evaluation can often be just as illuminating and is much quicker. Students rarely reflect on their own performance: they simply do the assignment, feel relief that it's over, and wait for the instructor's grade and assessment. As instructors, we should try to encourage self-reflection to enable students to become their own judges. Ask the students to respond to questions such as:

• What part of the assignment did I find the most difficult?

• What part did I most enjoy or find easiest?

• On a scale of 1-5, where 5 represents maximum effort, and 1 the minimum, how much effort did I expend on the assignment?

• If I had had more time, what might I have done differently?

• What did I do well in the assignment?

• What was the weakest part of the assignment?

• What would be a fair grade for the assignment?

**Sample Evaluation Report**
<table>
<thead>
<tr>
<th><strong>Student's Name</strong></th>
<th>John Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer Critic #1</strong></td>
<td>Jane Smith</td>
</tr>
</tbody>
</table>

1) What is the thesis or central claim of the paper? Summarize in a single sentence.

Peer Critic enters response here and in boxes below.

2) What evidence is used to verify the claims? Is it sufficient? Is it convincing?

3) Are the ideas logically connected? Are there any parts that seem disconnected or irrelevant?

4) Are there any ways in which the writing might be improved? Suggest at least two ways.

<table>
<thead>
<tr>
<th><strong>Peer Critic #2</strong></th>
<th>As above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat Questions</td>
<td>As above</td>
</tr>
</tbody>
</table>

**WORKING WITH STUDENTS**

**Behavioral Intervention Team**

One of the lessons from the terrible tragedy at Virginia Tech is the need for college campuses to develop effective ways to identify students who are experiencing depression, anxiety, or other mental health issues and develop appropriate and timely interventions. We recognize that a student may display these emotional and mental health issues to any member of the college community—faculty, counselor, security officer, fellow student, coach or administrator. The key to a successful intervention is to develop a means for effective communication at the first signs of difficulty. Working within the parameters of privacy laws, it is imperative that our college be able to identify and respond to students in crisis in an expeditious and timely manner.

**Mission**

The Behavioral Intervention Team (BIT) was established with the mandate to identify, assess, and monitor students displaying moderate to elevated levels of distress or disruption, and/or behavioral dysregulation including homicidal, suicidal, assaultive or
self-injurious threats, and to implement timely interventions that protect the welfare of the student and the safety of the college community. Its primary goal is to provide threat assessments and early intervention before a crisis arises.

BIT is comprised of key representatives from diverse areas of the College: Dean of Students (chairperson), Director of Accessibility Services, Director of Public Safety, Director of Health Services, and three counselors, including the Director of Counseling, the Director of the Women’s Center, and Counsel to the President. Depending on the nature of the incident, BIT may call upon the expertise of other members of the College community to provide consultation on risk assessment and interventions.

You can access the following within Inside John Jay, via the Policies & Procedures Compendium under the Office of Student Affairs:

- Policy & Procedure Guide
- Objectives
- Reporting Procedures
- Mental & Behavioral Health Concerns or Risks
- Counseling Department Liaisons
- Quick Guide for Reporting

Instructors who have urgent questions about dealing with students who seem to be in distress or who behave inappropriately in class should call the Office of the Dean of Students (212-327-8211).

Except in urgent situations you should try to raise any concerns about students with the member of the Counseling Department assigned to act as liaison with your academic department. To find out the name and contact information for the counselor assigned to your department, check with your department secretary, the Dean of Students, or stop by the Counseling Office.

**Disruptive Classroom Behavior**

Instructors will differ in their definition of an orderly classroom, although it goes without saying that neither an overly strict nor overly lax environment is appropriate. The bottom line is that if a student’s behavior obstructs teaching and learning in the classroom, then it is disruptive; if it puts the physical safety of people or property at risk in any way, then it is seriously disruptive and constitutes a crisis situation. (See “Managing Your Classroom”)

**Resolving the Matter Yourself**

See Talking to Students One-on-One. Most of the time, you can and should deal with these issues directly with the student, one-on-one, by speaking about the matter outside
of class. If there is a group of troublesome students, speaking with each one individually breaks their collective persona.

Challenging, shaming, or disciplining a student in public will frequently backfire, either by provoking the rest of the class to sympathize in solidarity with the student against you and creating a you/them situation, or by embarrassing the student into greater resistance than if you had dealt with the situation quietly and privately, one-on-one. Creating firm boundaries while treating the student with respect almost always solves the problem or at least makes it manageable. The basic guideline thus is always to attempt first to resolve a situation by speaking civilly and privately with the student.

Note also that a member of the Counseling Department has been designated as the liaison to your department and is available to help you with difficult situations. You can reach out to that person to discuss your class. The CAT Director can also discuss classroom management situations that are less serious.

**Note that you can always call 911 on a cell phone in an extreme emergency.**

**Talking One-on-One**

Sometimes you will want to talk privately with students who are falling behind or seem to be experiencing other sorts of difficulties. In these circumstances, be tactful: send an email to a student asking if he or she can stop by during office hours for a regular student conference, or approach the student quietly after class. At other times, students will want to meet with you to get extra help, to request clarification of an assignment or an extension, to let you know about a personal or academic problem, or to complain about something—a grade, an assignment, or something that has happened in class.

**A good rule always is: Never, ever discuss important issues with students on the fly. Have them make an appointment to sit down and talk in your office.**

When students buttonhole you after class anxious about a grade or missed classes, or asking to get extra credit or to redo an assignment for a higher mark, say: "In order to give you my full attention and to protect your privacy, I need to see you in my office, where we can both sit down and talk without interruption. Let's make an appointment."

Making this your unalterable rule (you can even put it in your syllabus!) will give you time to check on the relevant college regulations and/or consult with your chairperson; it will also give students time to clarify their thoughts.

**In Your Office**

**Keep your office door open** when you are speaking to students, with the chair in clear view of the hallway/open door. Discourage students from confiding in you too freely about personal matters; you can be understanding and compassionate without turning your office hours into psychotherapy sessions. If students start to pour out their private troubles, you should try to find a tactful and supportive way to encourage (but not pressure) them to get in touch with the **counseling department**. In short, be kind, but keep professional boundaries clear.

If a student asks for special dispensation (e.g. an extension on an assignment or a change
of grade), buy yourself some time. Say: "Let me think this over; I will get back to you in the next two (or three) days." Then, consult with your chairperson or other colleagues about how to handle the situation. A little distance will also help you figure out if the student’s request has merit and is fair to other students in the class. If ending an interview with a student proves difficult, get up and walk to the door; don't remain behind your desk. If you feel uncomfortable talking one-on-one with a student, ask your chairperson or a colleague to join you.

STUDENT SUPPORT

Center for English Language Support
524 West 59th Street (New Building)
Room L2.75
New York, New York 10019

To make an appointment, visit Room L2.75
Monday-Friday: 10:00AM – 5:00PM

CELS Tutoring Center: 212-237-8231
Christopher Davis, Director 646-557-4631

CELS Accessibility Center
The Office of Accessibility Services
Room L.66.00
524 West 59th Street
New York, NY 10019
Phone: 212-237-8031
Fax: 212-237-8144

Office Hours
Mon: 9:00 AM - 5:00 PM
*Tues: 9:00 AM - 7:00 PM
*Wed: 9:00 AM - 7:00 PM
Thurs: 9:00 AM - 5:00 PM
Fri: CLOSED

*Only when classes are in session

Website: http://www.jjay.cuny.edu/2023.php

Writing Center
524 West 59 Street
Room 1.68 New Building
New York, New York 10019
212-237-8569

Website: http://jjeweb.jjay.cuny.edu/writing/homepage.htm
Pre-Law Institute
Pre Law Institute
1100 North Hall
445 West 59th Street
New York, NY 10019

Tel: 646-557-4804
Fax: 646-557-4741
PLI@jjay.cuny.edu
http://www.jjay.cuny.edu/academics/5147.php

FORMS

1. New Minor Proposal Form
2. Writing Center Referral Form
3. New Course Proposal Form
4. Course Revision Form
5. Experimental Course Proposal
6. Model Syllabus