INTRODUCTION

Welcome to the Department of History and Sociology of Science at Penn!

This handbook provides information for getting started at Penn and teaching your course(s) in this department. If you have any questions that are not answered here, ask Robby Aronowitz, Ann Greene or Pat Johnson. (The font of all knowledge and wisdom around here is Pat Johnson, and you will see "Ask Pat" sprinkled throughout this handbook.

CONTENTS

Department Overview
- Who's Who
- Contact Information
- Department Life
- Department Folks
Getting Started – Becoming Official
Office Logistics and Services
Department Curriculum
Teaching
  Before the Semester Begins
  Starting the Semester
  During the Semester
  End of Semester

Teaching Resources at Penn
What Grades Mean – A Sample Grading Rubric
Index
DEPARTMENT OVERVIEW

Who’s Who:

Robby Aronowitz, Chair  
aronowitz@wharton
John Tresch, Graduate Chair (HSSC)  
jtresch@sas
David Barnes, Director, Health & Societies (HSOC)  
dbarnes@sas
Ann Greene, Associate Director for Undergraduate Studies  
Acting Director STSC (Fall 2013)  
angreene@sas
Adelheid Voskuhl, Director STSC (Spring 2014)
Patricia Johnson, Administrative Assistant  
pjohnson@sas
Susan Cerrone, Claudia Cohen Hall Business Manager  
cerrone@sas
Marcus Johnson, Claudia Cohen IT  
marcusjo@sas
David Azzolina, HSSC Library Liaison  
azzolina@pobox

Department Contact Information:

Department of History and Sociology of Science  
303 Claudia Cohen Hall  
University of Pennsylvania  
249 S. 36th Street
Philadelphia, PA 19104-6304

Phone: 215-898-8400  
Fax: 215-573-2231  
Website: http://hss.sas.upenn.edu

Department Life

- **Department Spaces.**
  The department office is 303 Cohen. The mailboxes and fax machine are there, and the copier room is next door. The department lounge is 351 Cohen. Faculty and grad student offices and the computer room are on the two hallways off the lounge.

  The lounge is the center of department life for eating, working, socializing and general hanging out. Help yourself to coffee and hot water in the kitchenette, and keep your lunch in the frig. Goodies left on the counters or lounge tables (and unmarked) are for anyone. Be sure to clean up after yourself and do your own dishes. If you do not, Ann will write terrible poetry on the department listserv until the dishes are done.

- **Department Events.** Consider yourself invited to all department events – Monday Workshop, other talks, and all social events. Gatherings are generally held in the lounge and or our seminar room. You will usually get email invites and reminders as well. Also check the “News and Events” page on the website for events in the department, at the university and in the Philadelphia area.
Monday Workshop. The HSS Workshop meets Mondays during the fall and spring semesters from 3:30 to 5:30 p.m. in 337 Claudia Cohen, with refreshments before or after in the lounge. The schedule is on the HSS homepage, and you will get a listserv announcement as well.

- Communication

Listserv. You will be put on our department and teaching listserves and receive information and announcements. Ann Greene manages the listserves.

Website. Contact information, news, events, course and program information is on the website at [http://hss.sas.upenn.edu](http://hss.sas.upenn.edu). Ann Greene manages the Website.

Any questions? We are a friendly bunch, so ask anyone, but for any official questions about your job status, ask Robby. For course and program questions, ask David, Ann or Adelheid. For grad student issues, ask John. For teaching or student issues, rostering, course or communication issues, ask Ann. Any logistical, financial, or paperwork issues, ask Pat. For wisdom, ask Pat.

Department Folks

[http://hss.sas.upenn.edu/people](http://hss.sas.upenn.edu/people)

Department Faculty
Mark Adams  
Robert Aronowitz  
David Barnes  
Etienne Benson  
Susan Lindee  
Beth Linker  
Jonathan Moreno  
Projit Mukharji  
John Tresch  
Adelheid Voskuhl

Emeritus and Retired Faculty
Ruth Cowan  
Steve Feierman  
Thomas Hughes  
Robert Kohler  
Charles Rosenberg  
Nathan Sivin  
Rosemary Stevens  
Arnold Thackray

Lecturers
Matthew Hersch

Visiting Scholars
Jim Endersby  
Lisa Messeri  
Susan Miller  
Karen Reeds  
Audra Wolfe
Associated Faculty
Babak Ashrafi
Fran Barg
Carin Berkowitz
Kent Bream
Carolyn Cannuscio
David Caruso
John Ceccatti
Cynthia Connolly
Zoltan Domotor
Julie Fairman
Chris Feudtner
David Gibson
Ann Greene
Ben Gross
Sarah Kagan
Peter Kanetsky
Michael Kulik
David Mandell
Adrienne Martin
Sharonna Pearl
Richard Pepino
Ian Petrie
Adriana Petryna
Jody Roberts
Ralph Rosen
Jason Schnittker
Sandy Schwartz
Jamie Shuda
Susan Sorenson
Mary Summers
Janet Tighe
Terry Walls

Staff
Ann Greene, Associate Director for Undergraduate Studies, Assistant Professor (Adjunct)
Pat Johnson, Administrative Assistant

Susan Cerrone, Claudia Cohen Hall Business Manager, Administration and Finance
Krysta Hayle, Cohen Hall Business Administrator
Courtney Brennan, Cohen Hall Financial Coordinator

Ernestine Williams, Graduate Coordinator
Maria Romeo, Claudia Cohen Hall Building Administrator
Official Paperwork

- Appointment letter (responsibilities, salary)
- PennCard (ID)
- PennKey (access code)
- Email account

Appointment letter

Your appointment letter states your teaching responsibilities and salary as agreed in your discussions with the department chair. For contract questions, see Susan Lindee. Check with Patricia Johnson to make sure all your paperwork is in order and that you are in the payroll system. Then you can get your ID, library access etc.

Paychecks are issued on the last working day of the month, and placed in your mailbox. If you wish to arrange for direct deposit, or for any other questions about pay-related matters or benefits, see Susan Cerrone in 303 Claudia Cohen.

Benefits are available only to full-time employees. Part-time lecturers (Lecturer B) do not receive benefits. If you are a Lecturer B and receive benefits information, notify the Business Office in 303 Claudia Cohen.

PennCard (ID card)

To obtain you PennCard (ID) you will need to make sure you are entered into the payroll system. You will need photo ID. There is no fee for the initial card.

http://cms.business-services.upenn.edu/penncard/obtaining-a-penncard/faculty.html

Go to the PennCard ID Center at 150 Franklin Building, 3451 Walnut.

http://cms.business-services.upenn.edu/penncard/the-penncard-center/hours-and-location.html

PennKey

A PennKey is a personal code. It consists of two parts – a username and a password. Your PennKey is required to access most web-based services and databases, and to get an email account. Get your PennKey at

http://www.upenn.edu/computing/pennkey/

E-mail account

http://www.sas.upenn.edu/computing/help/facstaff

If you have difficulty, contact Marcus Johnson 215 898 0065 (marcusjo@sas)
OFFICE LOGISTICS AND SERVICES

Computer
You may use the department computer lab in 371 Claudia Cohen. Get a key and any necessary codes from Pat also the copier card from the printer. You might be able to have a computer and printer available in your office (talk to Pat.) For computer access and tech questions, ask Marcus Johnson.

Copier
Cohen 306. Get the appropriate copier code from Pat Johnson. You can use the copier for your syllabus and short course handouts, and for scanning readings into PDFs.

E-mail (see previous section on “official paperwork” about how to get your email account)

Fax
For occasional use, you may use the office fax without charge, but are expected to pay for regular, personal use or many-paged faxes. For a code and how to use the fax, ask Pat.

IT
The IT person for Claudia Cohen Hall is Marcus Johnson, 8-0065 or marcusjo@sas

Listservs
We will put you onto the listserves for the department, teaching and workshop – make sure Ann Greene and Pat Johnson get your email address promptly, and check with them if you think you are not getting announcements. Not all listserves are set up for everyone to post, if not your message may bounce or be discarded—check with Ann on this.

Mail/Mailbox
Your mailbox is in Room 303. For outgoing campus mail, there is a basket in Room 301. Use a grey campus-mailing envelope. For outgoing US Mail, there is a tray on top of the file cabinet just inside the door to 303. If you need letterhead, ask Pat.

Office
Pat will arrange office space for you. If you are associated faculty, you may be sharing an office, using lounge space, or using the office of a faculty member on leave. Get office keys from Pat. If you have questions or issues about workspace, ask Ann or Pat.

Office Supplies
Instructors provide their own office supplies. The department does not supply grade books. In a pinch there are a few basic supplies (ask Pat).

Telephone
Department faculty have phone access in office; associated faculty without office may use the phone in the computer lab. For long distance calls, ask Pat.
DEPARTMENT CURRICULUM

Department Academic Programs:

Graduate Program
History and Sociology of Science (referred to by the course code of HSSC).

Undergraduate Program
Science, Technology & Society (STSC) is the department’s undergraduate major, renamed in 2005 (formerly called History and Sociology of Science)
Health & Societies (HSOC) was established as an independent interdisciplinary major in 2001, and became the second undergraduate major in the department in 2005.
STSC and HSOC program details are found at http://hss.sas.upenn.edu/undergrad

Curriculum Planning

Academic planning for the next academic year begins in November when a group composed of the chair, grad chair, undergrad chair and associate director look at what needs to be taught, and solicits faculty opinion about what they want and need to teach. For courses not covered by department faculty, the department chair and undergraduate program directors make individual arrangements with lecturers. Ann Greene oversees the curriculum process.

Course Scheduling and Rostering

Courses follow one of these schedules, chosen based on course type and faculty preference:
Three 50-minute sessions each week
Two 80-minute sessions each week
One 2 hour-50 minute session each week.

The registrar established a schedule teaching time blocks into which your course must fit, depending on which of the three options above you have chosen (for example, three 50-minute classes can only meet MWF. A PDF of this time blocks schedule is on the department teaching page.

Ann sets up the course schedule – she will solicit your scheduling preferences, explain scheduling options in relation to your preferences, and then build the department schedule and submit to registrar. (Classroom selection comes later, and she will again ask for preferences)

Fall courses are rostered in February (enrollment numbers available in April)
Spring courses are rostered in September (enrollment numbers available in November)
Summer term course are handled through LPS and are rostered in November.

LPS (College of Liberal and Professional Studies) is the university extension division, and also offers classes throughout the regular year. http://www.sas.upenn.edu/lps/
How department classes are named, coded, and numbered

The instructor chooses the title of any new course.

Penn courses are coded as follows

- 4-letter department code +
- 3-digit course number +
- 3-digit code designating course type and crosslisting

Department codes and numbers:

- HSSC (graduate) numbered 500-699
- HSOC (undergraduate) numbered 001-499
- STSC (undergraduate) numbered 001-499

Course numbers for new courses are assigned by Ann Greene using the following rubric and based on what numbers are available in the course inventory.

For course number XYZ

X = course level
0 = freshman seminars & gateway survey courses
1 = introductory course
2 = mid-level lecture course
3 = special topics course
4 = capstone seminar
5 = graduate reading seminar
6 = graduate research seminar

Y = course topic
0-2 = science
3-5 = medicine
6-7 = technology and environment
8-9 = human sciences

Z = geographical region
0-2 = United States
3-5 = Europe
6-7 = Africa, Asia
8-9 = no specific regional focus/other/global

Examples

- HSOC 430.301 Disease and Society
  430 = capstone/medicine/U.S. focus
  301 = not crosslisted
- STSC 179.401 Environmental History
  179 = introductory/technology and environment/global focus
401 = crosslisted (ENVS 179, HSOC 179, HIST 320)

Some HSOC and STSC courses are cross-listed each other or with other departments, with the same number (STSC/HSOC 001) (HSOC/ANTH 238) or with a different number (HSOC 101/PHIL 072)

TEACHING

BEFORE THE SEMESTER

- Syllabus
- Book Orders
- Other Course materials
- Library

Course Syllabus (for examples of syllabi, see Ann Greene)

What to put on your syllabus
- Course code/number (including cross-listings), course title, days/times, semester, year
- Classroom (Building and room number)
- Your name
- Contact information you want students to use
- Office location and the days/times of your office hours (at least 2 hours/week)
- Names of TAs (if any) and their contact information
- Course description and goals
- Courses materials and how to obtain them
- Blackboard or Canvas URL (if you have one – see below)
- Academic policies and rules for your course (grading, attendance, late work, etc.)
- Assignment schedule, including due dates of tests and major assignments (to the best of your knowledge even if you revise it later)

Academic policies useful to include in your syllabus

Attendance and Tardiness and Behavior

You may set your own attendance policy, but it is usually best if you have a clear statement on your syllabus, with an academic penalty for absences (something along the lines of “excessive absences will reduce your participation grade”). You can always be more lenient than your stated policy, but this gives students a clear idea of your expectations, and of the consequences of multiple absences. If you care about students being in attendance and on time, be clear and proactive about this right from the start. You can, for example, require that they let you know if they are going to miss class. You can also say something about any other behaviors that bother you (like students leaving to go to the bathroom or using cellphones. Also see below under “technology policy”)

9
Grading

College grade information is found at [http://www.college.upenn.edu/grade-policy](http://www.college.upenn.edu/grade-policy)
Penn has no rules on grade distribution.

Let your students what your grades mean (see grade rubric at end of handbook) and how much each piece of work counts. For example:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Papers (3)</td>
<td>45%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Policy on Late Work

Your syllabus should include a clear statement as to whether you accept late work, under what conditions, and how you will grade it. For example, you can say that you do not accept late work without a specific arrangement for an incomplete. For example:

Late work is penalized a grade level for each day that it is late without excuse or permission. If a paper that would get a B was one day late, the grade will be B-, two days late C+, etc.

Occasionally, there are extenuating circumstances for late work; in these cases, you must have documentation. If there is a legitimate reason for late work, then a document exists to substantiate it. For example, if you are sick, you must have a doctor’s note; if there has been a family crisis, a note from the Dean of your school; if your laptop or backpack is stolen, a copy of the police report; if your dog ate your paper, a copy of the x-ray from the veterinarian.

Of course, these policies are generally followed by the well-behaved and conscientious students; however, they do provide you with backup when a student does not hand something in, and then contacts you weeks later asking you to accept it; or if the student wants a last minute extension on the grounds of a stolen laptop or sudden family crisis or enormous personal problems. There are ways to check these situations out (see Ann) and to ask for verification.

Technology Policy

You may ban (or not) laptops and cellphones in the classroom, or be precise about when devices may be used and when not.

Upload your syllabuses by going onto CoursesInTouch (CIT)

[http://www.upenn.edu/registrar/staff-resources/courses-intouch.html](http://www.upenn.edu/registrar/staff-resources/courses-intouch.html)
**Book Orders**

Most if not all HSSC faculty use the Penn Book Center (not to be confused with the University bookstore, the Penn Bookstore which is run by Barnes and Noble) when they order books for their classes, but all options are listed below. The Penn Book Center is an independent bookstore of long-standing owned by a Penn alum.

Penn Book Center  
34th and Sansom  
215 222 7600  
Fax: 215 222 7610  

Book orders for the fall are due around mid-July, and for the spring around mid-November. It's important to get your orders in promptly for books you are going to use in the first three weeks of the course.

House of Our Own  
3920 Spruce Street  
215 222 1576  

Penn Bookstore (run by Barnes & Noble)  
36th and Walnut  
215 898 4500  

For fall courses the university bookstore asks for book orders during the spring, and for spring courses in early fall.

**Other Course Materials**

*Coursepacks or Bulkpacks*  

**Blackboard Site**

Blackboard is courseware that creates an online site for your class and provides many tools that you can use, in addition to being a place to post your syllabus, assignments, and announcements. You can put scanned readings onto Blackboard instead of producing a coursepack/bulkpack. Some faculty use Blackboard extensively, some partially, some not at all – your choice. The University is testing the use of Canvas and planning on switching in the next year or so.

*To set up Blackboard sites for your courses, go to*  
[http://www.library.upenn.edu/forms/courseware/bbrequest.html](http://www.library.upenn.edu/forms/courseware/bbrequest.html)

*For information on using Blackboard and the services available, go to*
To access your Blackboard site (once it is set up)
https://courseweb.library.upenn.edu/

To scan readings onto your Blackboard site
http://www.library.upenn.edu/reserves/blackboard.html

However, you can scan readings on the department copier, email them to yourself as PDFs, and upload them yourself onto your Blackboard site.

**Library Resources and Materials (film, music, images)**

Penn has truly wonderful library resources. Van Pelt is the main library for arts and science classes but explore the resources at Furness, Annenberg, the Museum, etc. as well. This section is a brief introduction; for more information about using the library to support your courses, talk with Ann Greene, David Barnes or Mark Adams for their experiences and suggestions.

For a general introduction to the library, go to the library homepage at http://www.library.upenn.edu and click on “Ask Us/Get Help.”

David Azzolina ([azzolina@pobox.upenn.edu](mailto:azzolina@pobox.upenn.edu)) is the designated support person for HSS. David can help you with library resources for your courses or your own research. Also, the entire reference staff, headed by Karrie Peterson, is working with the faculty to rethink and improve how students learn to research.

*Rosengarten Reserve Room in Van Pelt Library*

[http://www.library.upenn.edu/reserves/](http://www.library.upenn.edu/reserves/)

*Weigle Information Commons* provides technological support for teaching and collaborative learning. They will happily schedule an individual tour for you. They are excellent. Make sure you watch for the many workshops they offer on various software and technical tasks. For example if you want your students to make research posters, do a website or set up a blog, they will help.

[http://wic.library.upenn.edu/](http://wic.library.upenn.edu/)

*Films, Music and Images from the Library*

Film: [http://www.library.upenn.edu/catalogs/vcat/](http://www.library.upenn.edu/catalogs/vcat/)

You can put films on reserve and have students view them outside class in one of the viewing carrels in Rosengarten.
Penn Video Network: You can have films for your class shown on the campus movie channel. The Penn Video Network (PVN) supports curriculum and programs by broadcasting movies and special events, or by showing films and videos that support your course on the campus movie channel. If you want your class to see a film outside of class, you can arrange to have it shown on the PVN.

E-mail: video@isc.upenn.edu
Homepage: http://www.upenn.edu/video

Music: Tapes and CDs are located through Franklin, the library catalog, and available at the Ormandy Music and Media Center on the 4th floor of Van Pelt.

Images: Penn has a large collection available on line and in hard copy. Go to the Fine Arts Library homepage at http://www.library.upenn.edu/finearts/

STARTING THE SEMESTER

• Where do I go to teach my class?
• When do I teach my class?
• Who is in my class?
• How do I get in touch with them?
• Course enrollment issues – permits, add/drop deadlines – what it all means

Where you teach - Classrooms at Penn

• To find your classroom assignment, go to the “Course and Room Roster” for Fall 2008 on the Register's page. Classroom assignments are not available until this designation appears on the Registrar page or until you receive an email giving you your classroom assignment.

  http://www.upenn.edu/registrar

• Location – to find where the building and classroom is, go to the Penn Home Page, click on the "Maps" link, and locate the building with classroom. If you do not understand the abbreviation for your classroom building, click on "Building Codes" on the Registrar homepage.

• To find what your classroom looks like, click on "Classroom Finder" on the Registrar page. In the box labeled "Classroom Location and Physical Characteristics," find the building on the drop down menu, enter the room number and hit return. The next screen will give you information about its size and technological resources, and it may give you a picture as well.

• Why are you in this classroom? During the preceding semester, Ann solicited your requests for classrooms and technology, and submitted them to the Registrar. As a
department we control one classroom in Cohen (337) Graduate classes get priority for in assigning classes to this room. We have the ability to request Cohen 392 and Cohen 402 as well, but whether or not the Registrar assigns our classes to these rooms depends on the competition for those rooms at that time and the size of the class in question. In short, we try our best to place our classes in the rooms that faculty want, but it is not really under department control.

- Classroom technologies- A/V - information available through Classroom Finder, but you should also receive an email specifying the available technologies and telling you the technology person to contact in your classroom building. Most classrooms have full technology these days and Ann usually puts in for classrooms with full tech when she fills out the classroom request form from the Registrar.

- *What if you hate the classroom assigned to your course?* If your assigned classroom is inappropriate for your class (too small, without equipment you need, etc.) contact Pat Johnson ASAP. Remember that if you are teaching at “prime time” (between 10:30 am and 4:30 pm Monday-Thursday) rooms are very scarce; unless the room is actually useable (too small) it will be hard to find you a new room.

**When do you teach your courses?**

The days and times of your course(s) are on the department website and the Registrar homepage.

http://hss.sas.upenn.edu/courses

http://www.upenn.edu/registrar

**Who is in your class?**

To see a class list (and, if you wish, photos of your students) go to CoursesInTouch (CIT). You will need your PennKey for access.

http://www.upenn.edu/registrar/staff-resources/courses-intoouch.html

and click on “Faculty/Staff Resources in upper right, and then on CIT

**Getting in touch with students – class listserves**

There are two ways to set up class listserves, and its good to have both.

1) Your Blackboard site automatically has a class listserv

2) To set up a listserv for your class that you can email from your account, go to the site below and follow their easy directions. Any problems, contact the Claudia Cohen IT consultant at 8-0065.
Course Enrollment Issues

- Only students who are on the class list are officially registered. See your class list (available from CoursesInTouch - CIT)
  [http://www.upenn.edu/registrar/staff-resources/index.html](http://www.upenn.edu/registrar/staff-resources/index.html)

- If a student says they can’t get into your course because its full, but CIT shows that there is room, have them try to register under one of the cross-listings instead if you have a cross-listed course. The computer system assigns a quota to each course code, so that a course cross-listed in three different departments with a cap of 20 will have spaces reserved for each department.

- **Permits** If your course is fully enrolled, and students want to get in, they will ask you for a permit. Do not give out course permits before understanding how they work:
  - A permit allows a student to enroll in the class even if the class is fully subscribed.
  - Permitting additional students into your class is entirely at your discretion. However, realize that a permit raises the enrollment cap for your course. If your course is capped at 25, and you permit three students into your course it means that your cap is now 28. If other students drop out, the students you permitted into the course do not fill those slots - those slots are now available for additional students. Therefore, be very careful when granting permits.
  - Consequently, the department discourages giving permits until the class has met and you get a sense of who is “shopping,” who is staying and who is dropping. Feel free to refuse a student a permit, even if they are pleading that it is desperately important that they take your course. Its best to wait a day or two. If your course remains full after a few days, you can choose if you want to grant permits to extra students.
  - What to tell students who are pleading for permits:
    - Come to the first course meeting, no permits for no-shows
    - Keep a waitlist of students who show up and are not enrolled and keep a waitlist.

- If you really want to control class size, ask Pat to drop the size of your class after the first day or two of the term—then anyone who wants to enroll will need a permit and you can control class size this way. Furthermore, it prevents students adding at the last minute of the add period, at which point they have missed nearly two weeks of work.

- **The Drop/Add Period:** Students may add courses until the end of the add period, about three weeks in, and may drop until mid-October. Until the end of add period, students “shop.” Therefore, students may be in and out of your classes and it will be at least two weeks until you have a stable class list.
• **Late Adds:** If a student has been attending, is not on your list, you are willing for them to be in the class, but it’s after add period they will have to go to the College office to register with your permission.

• **Late Drops:** If a student wants to withdraw from a course after the drop period ends they need to talk to the College Office.

• **Attendance Policies:** These are yours to establish, see the Syllabus section.

**DURING THE SEMESTER**

- If you have to miss class
- Calendar: Religious and Government Holidays, University Events
- Weather and Emergencies
- Midterm exams
- Student Issues

**If you have to miss class**

While you should not miss classes, personal and professional obligations may make missing class necessary at times.

- Illness: If you are ill and too sick to teach or attend office hours, use the class listserv to notify the class. Call the office and ask Pat to put a notice on your classroom door if its in Cohen, or on your classroom door elsewhere, location and available personpower permitting. Student custom at Penn is to wait 15-20 minutes for an absent instructor.
- Professional: If you know you are going to miss class for professional reasons, such as a seminar engagement or conference, try to build that into your assignment schedule and let students know in advance. Your options include: having them work on a longer assignment; taking a midterm (you can see if a graduate student would be willing to proctor); asking someone to cover the class for you.
- Emergency: in case of a personal crisis or serious illness that will interfere with your teaching, talk with the department chair, Robby Aronowitz, immediately.

**Calendar: Religious and Government Holidays/University Events**

*Federal Holidays:* The University has classes on Columbus Day, Veterans’ Day, and Presidents’ Day. However, it has no classes on Martin Luther King, Jr. Day in January.

*Religious Holidays:* Your course syllabus must account for major religious holidays. University policy states, "There are several religious holidays that affect large numbers of University community members, including Christmas, Rosh Hashanah, Yom Kippur, the first two days of Passover, and Good Friday. In consideration of their significance for many students, no examinations may be given and no assigned work may be required on these days. Students who observe these holidays will be given an opportunity to make up missed work in both laboratories and lecture courses. If an examination is given on the
first class day after one of these holidays, it must not cover material introduced in class on that holiday."

Additionally, there are other holidays, both religious and secular, which are of importance to some individuals and groups on campus. For the complete policy, go to

http://provost.upenn.edu/policies/pennbook/2013/02/13/policy-on-secular-and-religious-holidays

University Events: Big campus events (Family Weekend, Spring Fling, etc.) can wreak havoc on student work schedules - best to consider them when scheduling assignments, especially with younger undergraduates.

Three year calendar: Available on Registrar homepage
http://www.upenn.edu/almanac/3yearcal.html

Weather and Emergencies

Penn normally never stops operating, but emergencies such as severe weather (blizzards and hurricanes in the last few years) have cause class cancellations or partial closure of the University.

http://provost.upenn.edu/policies/pennbook/2013/02/15/suspension-of-normal-operations

Announcements about closing or other schedule modifications are found at
- Penn’s emergency information number: (215) 898-6358 (215-898-MELT)
- Communications from Division of Public Safety
- KYW News Radio (1060 AM)
  University code numbers: 102 for day sessions and 2102 for evening sessions.
- UPenn Alert Emergency Notification System (for University related incidents and crises). See http://www.publicsafety.upenn.edu/upennalert/

Midterm Exams

Midterms may be scheduled during class time or as a take-home at any point during the term. You may have more than one. Blue books are available in the office.

Student Issues

- Absent/Tardy Students
  Establish a procedure with your students about notifying you if they going to miss class for illness or another reason. The majority of Penn students are responsible about doing
this. Then there are the few who are not; they may be having personal or academic trouble. If a student goes truly AWOL, email them; if no answer, send a CPN (on the CIT webpage), and contact Ann Greene, who will notify the appropriate people in the College office.

- **Athletes**
  Athletes should notify you when they have to miss class for practices and events. If you are having trouble with an athlete—if they are in academic difficulty, not keeping up with their responsibilities, or being difficult in any way—contact the Academic/Athletic Coordinator, Rosemarie Burnett (rburnett@pobox.upenn.edu).

- **Learning differences and disabilities**
  If a student requires special accommodation, you should receive a letter from the Office of Student Disabilities Services (SDS). If a student tells you that they are entitled to accommodation, but you have not received a letter, make sure they register with SDS. If they are not, they are not entitled to accommodation. SDS will administer exams to students who require additional time at the Weingarten Learning Resources Center, [http://www.vpul.upenn.edu/lrc/sds/index.html](http://www.vpul.upenn.edu/lrc/sds/index.html)

- **Plagiarism**
  Few situations are more difficult than when you suspect a student of cheating, unless you have unambiguous evidence (and even then this is a difficult situation). Plagiarism is serious—do not dismiss it, downplay or offer the student an easy way out by letting them simply redo work because you think it’s too much trouble to deal with. Consult with program chair or associate director.

  *What should you do if you suspect plagiarism?* There is a very useful page called “Guidelines for Faculty on Academic Integrity” that tells you what to do if you suspect a student of cheating (either on the spot or after the fact on a written assignment) found at [http://www.upenn.edu/osc/pages/faculty.html](http://www.upenn.edu/osc/pages/faculty.html)

  On the College website [http://www.college.upenn.edu/academic-integrity](http://www.college.upenn.edu/academic-integrity)

  University’s Code of Academic Integrity [http://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity](http://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity)

  Office of Student Conduct [http://www.penn.edu/osc](http://www.penn.edu/osc)

- **Students in academic trouble**
  If a student is not turning in work, getting bad grades, not showing up, or all of these, send a CPN, which stands for Course Problem Notice. You send these through CIT.

  These are notices sent to College advisors about students in academic trouble due to missing work, poor work, absences, etc. *Please send a CPN as soon as you have concerns* – they help alert the student but also the College and major advisor that there is
an issue. Do not send a CPN in the last two weeks of the term, as by then it’s too late to do anything. Log onto CIT, and from the menu on the left select “Create Course Problem Notice.” [http://www.upenn.edu/registrar/staff-resources/courses-intouch.html]

Some academic resources for students:
Penn Writing Center: [http://www.writing.upenn.edu/critical/help/](http://www.writing.upenn.edu/critical/help/)
Tutoring Center: [http://www.vpul.upenn.edu/dasp/tutoringCenter_home.html](http://www.vpul.upenn.edu/dasp/tutoringCenter_home.html)
Weingarten Learning Resources Center: [http://www.vpul.upenn.edu/lrc/](http://www.vpul.upenn.edu/lrc/)

- **Students in Emotional Trouble**

If you have a student in some kind of distress (due to academic problems, personal problems, family, medical or psychological crisis, plagiarism) talk to them in private, listen to what they have to say, and refer them to the appropriate resource or to the College office. You may suggest that they go to CAPS (Counseling and Psychological Services for Students). *You are not obligated to be (nor should you be) a counselor, therapist, lawyer or parent-surrogate.* However, you might want to contact CASENET on their behalf.

Casenet in the College office offers a confidential, non-official way to express concerns about a student that you feel is having trouble of some kind. A dean will read and evaluate the information, and they take it from there. For example, if a student is got mugged and is clearly upset but trying to power through it, the College office may be able to reach out to them and provide support and assistance. All casenet information remains confidential and it does NOT become part of the official record. Do not feel you have to pre-screen the material, you may just report on signs of difficulty you are seeing or hearing about, from illness to family troubles to academic troubles to behavior that you find troubling or disquieting or just not quite right in some way. Send an email to

col-casenet@groups.sas.upenn.edu

**AT THE END OF THE SEMESTER**

- Teaching evaluations
- Reading period
- Exams
- Turning in grades
- Incompletes
- Returning papers and exams to students

**Teaching Evaluations**

*Mid-term Teaching Evaluations* If you wish to get feedback from your students during the semester, you may use an informal evaluation—Ann Greene has a sample in her office. This is a voluntary, unofficial evaluation, for your eyes only.
End of Term Teaching Evaluations Students do these online. They are unable to see any grades until the evaluations are done, and you do not see them until after the term is over.

TA Evaluations If you have one or more TAs, make sure they are included on the course evaluation function that the students do online. Make sure you tell Pat you want them on this. We may also ask you to distribute a department TA evaluation form. Get them from Pat. You should distribute this form during a lecture period.

Reading Period

Before exams, there are 3-4 reading days. Exams MAY NOT be held but Make-up classes can be and you may also have final papers due during these days.

Exams

Penn has strict rules about when final exams can be held: You cannot hold a final exam during the last classes of the term or during reading period.

During the term, Ann will contact you to find out if you are giving a final or not so that the registrar can schedule a room for you. The Registrar sets the exam schedule – each class period is assigned a day and time in general, then the final schedule of times and locations for a class exam is posted during the last weeks of the term on the Registrar webpage. You should receive an email as well.

http://www.upenn.edu/registrar/finals/index.html

Make-up Exams If students have genuine exam conflicts, they may make-up exams at a time mutually convenient to them and you, or your proxy. If students have more than two exams back-to-back, they are entitled to a make-up exam.

Turning in Your Grades

All are submitted on-line through CIT. This includes incompletes, change of grades, etc. Only the course instructor may enter the grades, unless you have TAs and then you must authorize them. Check the Registrar website or with Ann as to when grades are due each term.

http://www.upenn.edu/registrar/student-services/grades-student.html

Incompletes

Do not grant an Incomplete to a student without an explicit agreement about what that means and communication from the student about why work is missing or late. If you issue an F you can always change it, but Incompletes can lead to significant misunderstanding. The College urges faculty not to issue Incompletes automatically.
Read about the policy on Incompletes at

http://www.college.upenn.edu/grade-policy

“The decision as to whether to grant an Incomplete or not is solely that of the faculty teaching the course. If the work for a course is incomplete as a result of the student's unexplained failure to hand in assigned work or to take the final examination at the regularly scheduled time, the instructor will issue a grade of F for the course.

Instructors deciding to grant an extension to students who have not completed a course at the end of the term may grant either a short Incomplete (I) or a long Incomplete (II). The short Incomplete must be made up within the first four weeks of the next regular term in which the student is enrolled (summer sessions excluded). The long Incomplete must be made up by the end of the next regular term in which the student is enrolled (summer sessions excluded). In either case, if the Incomplete is not made up by the deadline, it will become an F. “

Returning Graded Papers and Exams

Federal privacy laws prohibit leaving papers and exams in a public, unsupervised location.

Currently, our system is to put them into large marked envelopes and give them to Pat Johnson, who will give them to students on request, unless you want to arrange to give them back personally.

Teaching Resources

Center for Teaching and Learning provides workshops, individual consultations, print and online resources to support teaching and learning. http://www.ctl.sas.upenn.edu

CWiC (Communication Within the Curriculum) is a University of Pennsylvania program that works with students to help them improve their speaking abilities and with faculty to help them integrate student speaking into their teaching in order to achieve their educational goals. CWiC supports speaking-intensive, CWiC-affiliated courses in a range of departments, works directly with faculty, consulting on ideas for using student speaking in their classes, and with graduate students to improve their teaching and presentation abilities. http://www.sas.upenn.edu/cwic/

David B. Weigle Information Commons: http://wic.library.upenn.edu/

Penn Writing Center http://writing.upenn.edu/
WHAT GRADES MEAN
*A sample grading rubric, with thanks to Jim Endersby and, Lisa Mitchell*

Grade A/A- (Excellent, superior paper)
*Thesis:* easily identifiable, crystal clear, plausible, insightful, novel in the sense that its not so obvious that no one would disagree with it, makes reader sit and say “that’s interesting” and begin to think about something in a new way.

*Structure:* clear, understandable and appropriate; facilitates a clear, coherent, and compelling development of the writer's argument. Descriptive material and factual evidence used in order to support and develop the writer's argument. Excellent transitions from point to point. Paragraphs are coherent with good topic sentences and contribute to overall argument. Opening paragraph is not so general that the writer’s brains fall out but is a substantive contribution to the essay. Contains a conclusion that summarizes the argument/answers the question and then moves beyond to raise further questions and implications.

*Evidence:* At least one example of specific evidence to support every assertion or claim. Evidence is clearly related to main points. Quotes are integrated into sentences to clinch or further the argument. Broad, deep, relevant knowledge implies an extensive range of reading.

*Analysis:* Writer engages closely with the question and shows a mature appreciation of its wider implications. Goes well beyond the effective paraphrasing of other historians' ideas to demonstrate conceptual command of the issues at stake. Demonstrates an informed, nuanced understanding of the topic or historical period. Demonstrates intellectual independence, and excellent ability to reflect on the past and its interpretation.

*Mechanics:* Writing is clear, fluent and accurate. Excellent sentence structure, grammar and word choices, correct punctuation, spelling, citation and formats. Avoids vague words like “interesting” “different” “important.”

Grade B+/B/B- (Very Good to Good)

*Thesis:* Promising and solid, but may not be very insightful or novel; may verge on making a general statement rather than an argument; may read as a simple or superficial response to thesis question rather than a thoughtful argument.

*Structure:* Generally clear and appropriate, with some wandering, poor transitions, some weak paragraphs. Structure of the answer shows a clear development of the writer's argument that is not always sustained. Argument flows more or less clearly and logically (professor does not write “huh?” in the margin). Has a conclusion that tries to sum up and move beyond the question but doesn’t explore implications well.

*Evidence:* some evidence does not support a point and not all assertions and claims are supported. Quotes are well integrated into sentences. Overall knowledge displayed is accurate and solid but not deep, may be strong but uneven, may be mechanical rather than nuanced.

*Analysis:* Displays an understanding of the question and some appreciation of some of its wider implications. May veer towards either an over-generalized or an over-particularized response. Applies course material with occasional insightful connections to outside material. Appreciates extent to which historical explanations are contested. Although the answer might not demonstrate real originality, the writer presents ideas with a degree of intellectual independence, and demonstrates the ability to reflect on the past and its interpretation.
**Mechanics:** Writing is clear and generally accurate, with strong sentence structure, grammar and word choices despite occasional lapses. Correct punctuation, citation, formats and spelling with (few) minor errors.

**Grade C+/C/C- (Competent, but needs help)**

**Thesis:** May be unclear, vague, overly general, uninteresting, appear unoriginal, may be bland restatement of obvious point, does not offer an argument or an approach

**Structure:** Does not develop a clear argument moving from point to point. Weak transitions; weak paragraphs without topic sentences that are simply piles of sentences. Conclusion may simply repeat the thesis again.

**Evidence:** Knowledge is sufficient, but may be patchy or inaccurate, may show poor reading comprehension. Some evidence is inappropriate, misunderstood or inaccurate. Essay does not answer the question but lists information pulled from reading and notes, or strays into excessive narrative or description. Quotes are poorly integrated into sentences.

**Analysis:** Shows weak understanding of the question. Ideas are stated but not developed. Analysis feels superficial and mechanical. Limited awareness of historical development or knowledge of topic or period.

**Mechanics:** Problems with sentence structure, grammar, word choices, punctuation, citations, formats; Writing is just accurate enough to convey meaning, but has multiple errors and/or problems with diction that inhibit reader comprehension.

**Grade D (Minimal, truly needy paper)**

**Thesis:** Difficult to identify at all, or may only restate the question or an obvious point.

**Structure:** Unclear structure due to lack of thesis. Transitions are unclear, confusing or nonexistent; lack of paragraphing and/or few topic sentences in existing paragraphs. No conclusion.

**Evidence:** Few or weak examples, that do not support statement or assertions. Essay feels like a “data dump.” May show poor reading comprehension, with factual, conceptual and textual errors. Summarizes and repeats sources without interpretation. Quotes are dropped in without relevance.

**Analysis:** Very little or very weak attempts to relate evidence to an argument; there may be no argument, or no evidence, or both; argument is difficult to follow. Writer does not answer the question or misunderstands the question; has simplistic view of the topic, asserts opinion rather than developing an argument. There are vague generalizations, logical contradictions, and insufficient knowledge of the historical period or topic. However, work does demonstrate that student occasionally came to class and did some work.

**Mechanics:** Big problems with sentence structure, grammar, word choices, diction, spelling, punctuation, citation, formats. Frequent major errors, lots of run-on sentences, fragments and the like. May be nearly impossible to understand.

**Grade F (Failure)**

(1) Shows minimal understanding of the material, competency of skill or effort. Is so difficult to understand as to make a passing grade impossible. Has no identifiable thesis, little evidence, and little connection to the course material. (2) Work is missing without having specific late permission from instructor or a specific negotiated incomplete at the end of the term.
Index

Absences: faculty, 16; student, 9, 17
Add/Drop Policy, 15
Appointment letter, 5
Athletes, 18
Blackboard, 11-12, 14
Book orders, 9
Bulkpacks (coursepacks), 9
Business Office, 2, 4
Calendar, 16
CAPS, 19
Center for Teaching and Learning, 21
CIT (CoursesInTouch), 10, 14, 15, 18, 19, 20
Class lists, 14
Classrooms, 7, 9, 13-14
Computer, 2, 6
Copier, 6
CoursesInTouch (CIT), 10, 14, 15, 18, 19, 20
Course enrollment, 15
Course materials, 11
Course Problem Notice (CPN), 18, 19
Course rostering, 3, 7
Course scheduling, 7
Courses, about, 7-9
Drop/Add policies, 15
Email, 6
Emergencies, 17
Enrollments, 7, 15
Evaluations, 19-20
Exams, 17, 18, 20, 21
Fax, 6
Films (library), 12
Grades, 10, 20, 22-23
Grading rubric, 22-23
Holidays (religious and federal), 16-17
ID card (PennCard), 5
Images (library), 12
Incompletes (Grades), 20-21
IT, 2, 4
Late work policy, 10
Learning disabilities, 18
Library, 2, 12-13
Listserves, 6
LPS, 7
Mail/Mailbox, 6
Midterms, 17
Monday Workshop, 2-3
Music (library), 12
Office, 6; hours, 9; supplies, 6
Payroll, 5
PennCard, 5
PennKey, 5
Permits, 15
Plagiarism, 18
Reading period, 20
Religious holidays, 16
Reserve (library), 12
Snow/bad weather policy, 17
Student Issues, 17-19
Syllabus, 9-10
Teaching, 9-21
Teaching evaluations, 19-20
Teaching resources, 21
Tech support, 2, 7
Telephone, 6
Weather, 17
Website, 2, 3
Weigle, 12, 21