



Lassen Community College

**Handbook for the
Correspondence
Instructor**

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WELCOME

Lassen Community College currently provides the opportunity to take classes and earn selected associate degrees via correspondence delivery. You have received this handbook because you are scheduled to teach one or more sections of courses via correspondence delivery. Welcome! As an instructor teaching a course via correspondence delivery, you play a vital role in providing instruction to students throughout Lassen County, California, and the United States. While you may not be teaching face-to-face in a classroom, you must work to ensure that your correspondence class matches the rigor and academic standards of a traditional face-to-face course. This handbook is designed to make you aware of correspondence-specific issues and regulations, guide you through the process of developing your handbook, and the process of sending and receiving student work with the intention of helping you make the transition to correspondence instruction as smoothly as possible.

Please be aware that correspondence students may live in Susanville, but many live elsewhere in Lassen County, throughout California, and even across the nation. And, many correspondence students are incarcerated in California and Federal jails and prisons.

GETTING STARTED

Now that you have received an assignment to teach a correspondence course, you need to get started. These first few steps will help you get the course and textbook information you need to begin planning your instruction.

Course Outline

If it wasn't already provided to you, request a copy of the course outline for your course. All courses must be taught according to the course outline. Although instructors may emphasize different parts of the course content for a course, all material included in the course content section of the outline must be covered. You may contact Gail Pritchard, Curriculum Technician, at (530) 251-8840 or gpritchard@lassencollege.edu

Textbook

The textbooks for each course are selected by the full-time faculty teaching the subject. All textbooks being used in correspondence courses must be used for a period of at least three years. While the course outline includes representative texts, including the textbook being used for all sections of the course, it is best to contact the bookstore to confirm that the listed text is being used for correspondence sections of the course and to help you contact the publisher so you can request instructor copies. It is very important that you confirm the current textbook being used so that you can create a course packet that complements the textbook. The bookstore can be reached at (530) 251-8881.

Student Workload

As you begin to plan for your correspondence course, you need to keep in mind that the instruction offered via correspondence must be equivalent to a traditional classroom experience. Most of the courses taught via correspondence are three-unit lecture course which, when taught in the classroom, must be taught for 51 hours. And, at the college and university level, for every hour a student spends in class, they are expected to spend

approximately 2 hours doing work outside of class (reading, homework assignments, and the like). Although your students may not be sitting in class with you, it is still your responsibility as a correspondence instructor to replace the 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work. Plan approximately 150 hours of course-related work for your students. This is consistent whether you are teaching a seventeen-week course or an eight-week course.

Regular Effective Contact

Distance education regulations require that a student have regular, effective contact with their instructor. Students enrolled in distance education classes, including correspondence, must have the same opportunity to have their questions answered and receive feedback as to their progress in the course as students enrolled in traditional face-to-face courses. At Lassen College, regular effective contact is defined as at least six (6) different contacts with and opportunities to ask questions of an instructor. In correspondence instruction, this means that you need to have students turn in work on at least six different dates, and you need to promptly return the graded work and necessary feedback. Students should be encouraged to ask questions of you, the instructor. Some instructors have found it helpful to have a summary page with feedback prompts for the student (see Attachment D).

Feedback

The most common complaint from students is lack of feedback. Students need to know how they are performing in your classes. Because you cannot interact with students on a day-to-day basis, constructive feedback is critical to a student's improvement in your course. Suggestions:

- Keep a list of assignments and check off when one is received. Return the list to the student every time an assignment is returned. [Recommended as a Standard of Best Practice].
- Attach a grading sheet to the assignment when returned and mark the grade, points, etc. so students can see where they stand. [Recommended as a Standard of Best Practice].
- Attach examples of correct answers or quality responses [Recommended as a Standard of Best Practice].

Syllabus

All courses must have a syllabus, and this must be included in your first packet to students. The syllabus is considered a contract between students and instructors, so be sure to relate specific expectations to students. It is expected that material in the syllabus is consistent with material in the approved course outline. In order to protect identities, some instructors opt to compose different syllabi for community and incarcerated students in order to prevent incarcerated students from knowing how to contact the instructor in manner other than through the Correspondence Office. See Attachment B for a list of specific information that must be included on every syllabus and Attachment C for a sample syllabus. If you have additional questions about your course syllabus, and to request that a Lassen College email account be setup in your name, please contact the Office of Instruction at (530) 251-8819 or mcousou@lassencollege.edu.

Timeline/Calendar

In addition to a course syllabus, you need to include a timeline of all readings, assignments and due dates in your course packet. Some instructors include this as part of the syllabus; others use a separate document.

Although it is important to set regular due dates in order to meet requirements for regular effective contact and opportunities for feedback, please realize that there are often reasons for student work to arrive late, often for reasons outside the immediate control of students. Encourage students to submit work early whenever possible to minimize the effect of any delays, but be as understanding as possible to situations that arise, including late receipt of packets, lost or incomplete packets, lockdowns at prisons, and other causes for delay.

There will be times when correctional facilities, for a variety of reasons, are on lockdown and work cannot be distributed or picked up. In the event of a lockdown, the Correspondence Office will notify the faculty via email. Correspondence faculty need to be flexible; it is not always possible to have materials couriered by an exact date. To prevent delays sending packet material to students for completion of work, submit packets early. And, as mentioned, suggest that students return work in advance of scheduled due dates.

Communication with Incarcerated Students

Although you are encouraged to communicate with correspondence students through correspondence, phone, or email, exceptions must be made for incarcerated students (those enrolled through a prison program).

- There can be no direct mail between instructors and incarcerated students. All communication must be sent through the Correspondence Office.
- Any communication received directly from incarcerated students or their families must be returned immediately to the Correspondence Office
- Any communication from incarcerated students which may, in any way, be construed as personal must be ignored and reported immediately to the Correspondence Office.
- Any coursework that is cause for concern because of content or material should be brought to the attention of the Correspondence Office.
- In case of concerns, contact Yvonne Deering, Correspondence Coordinator, at (530) 257-6181 x8957 or ydeering@lassencollege.edu.

DEVELOPING A COURSE PACKET

Your course packet is the collection of instructional materials that students need to complete the course. If this is the first time you are teaching a course, samples of packets may be available, with instructor permission, from the Correspondence Office. You may not use the material in someone else's packet without their permission. However, seeing other packets, even in subject areas different than your own, may give you some ideas about what to include and how to structure your packet.

As you begin to develop your course packet, proceed on the assumption that the correspondence student has only the textbook and your packet with which to complete

the course. And please note that although there are strict restrictions on resources available to inmates (no access to library or computers for research, materials limited to pencils and paper), the information and assignments in packets sent to incarcerated students should be the same as those sent to community students, with the exception of complete instructor contact information. And, both packets must conform to the course outline of record.

Your packet must include the following information in addition to any other information you deem necessary:

- Syllabi
- Timeline/Calendar
- Lecture notes – your lecture notes are meant to supplement the material in the textbook, and replace the lectures expected in traditional face-to-face classroom delivery.
- Correspondence Course Contract (Added to packet by Correspondence Office)
- Feedback sheets

Additional Packet Information

The following list of suggested practices is made by faculty who are currently teaching correspondence:

- Set specific dates for submission of units. Although you may need to be flexible to accommodate individual student situations, establishing due dates prevents students from turning in all work at the end of the semester. It also gives you a way to determine if a student is still active in class or the date they should be dropped (see Second Census below).
- Give specific instruction on how the exams are to be taken. At this point, proctored exams are not available. But, if and when they are, be sure to include instructions for proctoring.
- Explain all assignments clearly in the packet, including reading, homework, writing, projects, papers, journal topics, and any other assignments.
- Include all course materials in the initial packet in order to decrease the number of logistical problems in exchange of materials between student and instructor. Some instructors opt to send out exams in a separate mailing, even though they are not yet proctored.
- Provide a Timeline/Calendar for the completing of various assignments [Recommended as a Standard of Best Practice].
- Remember that spelling out everything in detail in advance reduces delays and misunderstandings. Number everything you assign; this helps keep materials straight for recordkeeping purposes [Recommended as a Standard of Best Practice].
- Divide the course (packet) into discrete units with unit completion dates clearly identified on timeline; link effective contact to completion of units [Recommended as a Standard of Best Practice].
- Use a cover page for each unit of the packet, and include a list of unit readings and assignments on each cover page [Recommended as a Standard of Best Practice].

- Clearly indicate which activities in the packet are to be submitted by the student to the instructor for grading and which items are to be retained by the student. [Recommended as a Standard of Best Practice].
- Stamp all incoming assignments from the students as received. [Recommended as a Standard of Best Practice].
- Make sure that there are no errors in the syllabus and packet materials. They will undoubtedly be pointed out to you and they can be very confusing to students.
- All assignments, memos, and activities should be numbered or clearly titled (e.g. Journal #1, Journal #2, Writing Project #1, Exam #1, etc).
- Every assignment, exam, or work sheet must have a place for the student to put his or her name, date, and location.
- Although your community and incarcerated student packets contain the same assignments, some instructors preface the packets with different contact information for community and incarcerated students (see Syllabus).
- You may also want to include a Student Evaluation Form (see Attachment E), although it is not mandatory.

Packet Deadlines

In order to facilitate copying and preparation for distribution of hundreds of packets, your packet must be turned in to the Correspondence Office far in advance of the semester that the course is being taught. Traditional deadlines are as follows, although you may be made aware of more specific deadlines as they are determined.

- For courses scheduled for the fall semester, starting in August, packets are due mid-May.
- For courses scheduled for the spring semester, starting in January, packets are due mid-November.
- For courses scheduled for the summer session, starting in June, packets are due mid-April.

There are occasions when an instructor is hired after the packet submission dates. If this happens to you, please submit your packet as soon as is possible. In such cases, you may submit a partial packet that includes only the required packet materials and assignment information for the first 2-3 units. If submitting a partial packet, please communicate regularly with the Correspondence Office.

Testing

As you work on developing the assignments and exams in your packet, you will have to figure out how you are going to test your students. Unfortunately, Lassen College has not established proctoring for exams. If proctoring is established, it's recommended that you plan on having at least the final exam proctored.

Since you can't ensure that a student is not using their book or notes for any exams, treat each exam as though it were open book. Quizzes and exams that are largely multiple choice are easily shared between students, particularly incarcerated students who share cells and yards. Take measures to deter cheating.

- Mix versions of exams (scrambling exam questions) among packets.
- Try to change your exam every semester that the course is offered.

- Do not return the scantrons from multiple choice tests; this gives students an opportunity to pass along correct answers to others.
- Use fill-in, short answer, and essay exams to promote critical thinking and make cheating more difficult.
- Do not weight exams over other assignments: heavily weight evaluation of student performance on written assignments.

Copy Services

All Copyright Laws apply to materials used in correspondence delivery. Permission from the publisher or author must be received prior to copying published materials for distribution.

The Correspondence Office is responsible for copying and distributing all materials in a timely manner. You need only submit an original copy of your packet to the Correspondence Office. All copies will be single-sided black and white copies, so please arrange your packet in this manner. Instructors are encouraged to combine printed information as much as possible to minimize the cost of copy production.

SENDING AND RECEIVING COURSE PACKETS

You worked hard to put together your packet and gave it to the Correspondence for copying. Now what? As students complete the work, they will send their completed work to the Correspondence Office on campus. All correspondence instructors have a mailbox in the Correspondence Office. If you are in the Susanville area, you may drop by the Correspondence Office during normal business hours to pick up student packets. You will also return graded packets to the Correspondence Office to be mailed back to students.

Some instructors may be teaching from outside of the Susanville area. In these cases, arrangements will be made to regularly mail students' completed packets to your designated address. Once packets are graded, you will mail the packets back to the Correspondence Office for return to the students. Reimbursement for mailing expenses may be reimbursed; contact the Correspondence Office or the Office of Instruction for information.

There will be times when correctional facilities, for a variety of reasons, are on lockdown and work cannot be distributed or picked up. In the event of a lockdown, the Correspondence Office will notify the faculty via email. Correspondence faculty need to be flexible; it is not always possible to have materials couriered by an exact date. To prevent delays sending packet material to students for completion of work, submit packets early.

MANAGING COURSE ROSTERS

Although you never meet your students in person, you are obligated to maintain an active roster. This means that, should a student cease participation in your class, they need to be dropped. Correspondence contracts and regular due dates are used to determine if a student is active or inactive.

Correspondence Contracts

Every packet must have a Correspondence Course Contract attached so the student can sign and return the form before the Census Drop Forms are due in the Registrar's Office. Don't worry about adding the contracts to your packet; they will be inserted into packets by Correspondence Office Staff prior to distribution to students.

Rosters

As the semester starts, you will receive a temporary roster from the Office of Admissions and Records. This is preliminary list of students enrolled in your course. It often changes over the first week or two of school. For a more current day-to-day roster, access WebAdvisor, Lassen College's online registration and enrollment system. WebAdvisor is available from the Lassen College website at www.lassencollege.edu. To set up access to WebAdvisor, or to change a password, contact Logan Merchant in the IT Office at (530) 257-6181 x8703 or lmerchant@lassencollege.edu.

First Census

The first census date is the first date that course rosters must be cleared of inactive students. For a 17-week course, first census is at the end of the third week of school. Without being able to take attendance to determine if students are active, instructors must rely on returned contracts to determine that a student is active. Contracts must be returned to instructors prior to the first census date. Keep track of students who have returned contracts. Those students who have not returned contracts by the first census date MUST be cleared from the roster. Census rosters are sent to you by the Office of Admissions and Records with specific instructions and due dates. It is very important that census rosters are submitted in a timely manner. Please contact the Registrar (257-6181 x8920) or Correspondence Office if you have any questions.

If you have an excess of students who have not returned contracts, you may want to contact the Correspondence Office to find out if there were delays delivering packets to incarcerated students. In known cases of delays, students may be retained on your first census rosters.

Second Census

The second census date is the date when a final clearing of inactive students from rosters must occur. For a 17-week course, second census is at the end of the 13th week of school. If a student has missed multiple due dates without making contact with you, they should be considered inactive and must be cleared from your roster. Second census rosters are sent to you by the Office of Admissions and Records with specific instructions and due dates. It is very important that census rosters are submitted in a timely manner. Please contact the Registrar (257-6181, x8920) or Correspondence Office if you have any questions.

GRADING

Prior to the end of the semester, you will receive a Grade Report from the Office of Admissions and Records. This is the form you use to submit final grades for students. You may also submit grades using WebAdvisor (see Rosters above). Grades are due five

(5) business days following the last day of the semester. Make it clear in your syllabus and timeline that all work must be submitted prior to the end of the semester in order to be included in final grades.

Incompletes

Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an “I” symbol being entered in the student’s record. The instructor, using the forms provided by the Office of Admissions and Records, shall state the conditions for the removal of the “I” and the grade assigned in lieu of its removal. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit, determined by the faculty but not to exceed one year, for completing the work has passed. The “I” may be made up not later than one year following the end of term in which it was assigned.

Attachment A Important Contact Information

Correspondence Office	(530) 257-6181 x8957
Packet copying	
Packet distribution	
Correspondence instructor mailboxes	
Office of Instruction.....	(530) 251-8819
Course assignments	
Part-time instructor contracts	
Email confirmation	
Syllabi and SLOs	
General instructor assistance	
Curriculum Technician	(530) 251-8840
Course Outlines	
Human Resources	(530) 251-8811
Hiring paperwork	
Email confirmation	
Bookstore	(530) 251-8881
Textbook confirmation	
Assistance ordering instructor copy of textbook	
Admissions and Records.....	(530) 257-6181 x8942
Temporary rosters	
Census rosters	
Grades	
Institutional Technology (IT) Office(530) 257-6181 x8703
Email access/problems	
WebAdvisor access	
WebAdvisor problems	

Attachment B Required Syllabus Information

A copy of the syllabus must be on file in the Office of Instruction and the Correspondence Office by the end of the first week of the semester.

Community Student Syllabus

- Course Number and Title (example- ENGL 1 – College Composition)
- Section Number (example – 4506)
- Instructor’s Name and Contact Information including office hours and email address
- Grading Requirements
- Course Student Learning Outcomes (found on the Course Outline)
- Specific Last Day to Add/First Census Drop Date (end of 3rd week of the semester)
- Specific Last Day to Drop/Second Census Date (end of 13th week of the semester)
- Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student
- Instructions for mailing assignments and tests (Addressed to Correspondence Office in care of instructor’s name, P.O. Box 3000, Susanville, CA 96130)

Incarcerated Student Syllabus should include all of the above material with the following exceptions:

- Many instructors do not use more than a last name on incarcerated syllabi.
- Contact information need only be care of Correspondence Office; do not put email or phone.
- Provide instructions for return delivery to Correspondence Office (Instructor name and course number placed in upper left corner of envelope and student’s name, Correctional Institution, incarcerated number and housing unit placed in upper right corner of envelope)

Attachment C
Course Syllabus Sample
(Community Syllabus)

Business Communications – Bus 27
Correspondence Course Syllabus & Study Guide
Developed by Linda Kennedy
(Traditional Students, including Business, Administration of Justice and Correctional Science Students)
March 12 to May 24

Instructor: Linda Kennedy
Office: Room 111, Humanities Building
Office Hours: Generally 12:30-1 and 2:30 to 4 MW; 1:30–2:30 p.m. Thurs. and by appointment
E-mail: lkennedy@ lassencollege.edu
Telephone: 251-8888

Course Description: A study of the components of written and oral business communications with emphasis on focus, conciseness, clarity, persuasion and human relations. The course will develop skills in producing business letters, resumes, reports of various lengths, and in the presentation of oral reports.

Student Learning Outcomes: At the end of the course, students will be able to:

Given an assignment to write a research paper, incident report, proposal, or other project, the student will demonstrate appropriate and competent writing, which includes a thesis, supports assertions, maintains unity of thought and purpose, follows a structure of introduction, body and conclusion, reflects a proper tone, makes good use of a visual, displays knowledge and use of documentation (MLA style), and is technically correct in grammar, spelling and word use.

After given an example of a verbal exchange between individuals, the student will demonstrate their knowledge of the communication process, barriers to comprehension and verbal and non-verbal cues by describing what has taken place and providing a list of measures that would enhance the mutual understanding of those involved.

When presented with an employment opportunity, the student will demonstrate the ability to target their personal experience to fit the prospective job opening by preparing a portfolio containing a cover letter, resume, form application, and letters of recommendations.

Texts: Business Communication: Process and Product by Mary Ellen Guffey, 4th Edition.

A Writer's Reference by Diana Hacker, 5th Edition (Recommended)

Grades, Attendance, Make-Up Assignment:

Students will be graded as follows:

25 percent – Participation and Homework

25 percent – Mid-Term Exam

25 percent – Research Paper (you must complete this paper to pass this class)

25 percent – Final Exam

Class Requirements:

The student's name must be on each sheet of paper. Below the student's name, the notation "AJ Student" or "CORS Student" or "General Student" or "BUS Student" must be written as appropriate.

Please put the name of the assignment on each piece of paper (Chapter1, Clue 1).

Fill-out Scantron in PENCIL AND DO NOT STAPLE OR FOLD. For true and false answers, the A = true and the B = False. Be sure to write your name, student status and the quiz or test name and number on the sheet.

Papers that I cannot read (writing too small, etc.) will not be graded.

Papers that appear to have been copied will not be accepted.

Do not wait until the end of the course to turn in work. Students risk being dropped from the class if they do not turn in work throughout the semester.

Returned work: Chapter work will be returned after grading. Unfortunately, Scantrons will not be returned for security reasons.

Plagiarism: This is the use of another's work without attribution. Don't share your papers or computer disks with another student. Make sure to use quotation marks for direct quotes and to give attribution to the originator when you use their information in your own words. Plagiarizing information or cheating on exams may result in failure of this course.

Withdrawal from the Class: It is the student's responsibility to drop this class if they chose not to continue.

SAMPLE MEMO:

MEMORANDUM

TO: Linda Kennedy,
Business Instructor

FROM: Pam Jones
Student

DATE: April 1, 2007

SUBJECT: Term Paper Topic

Please be advised I have selected the "Secret Life of a College Student" as my topic for the term project. I will cover the day in the life of a college student from dusk to dawn, emphasizing deceitful practices. I will not cover the possible punishments a student may encounter during their college years. I will interview students and do research on the Internet and in the Library. I will meet the April 27 deadline. If you have any questions, you may contact me in Dorm Room 1290.

ASSIGNMENTS AND IMPORTANT DATES

Don't Get Overwhelmed. These notes are to help you navigate through the class by yourself. Some of the information comes from my notes while other information comes from the textbook. Basically, you will be required to improve your verbal and non-verbal communication skills as well as your listening, writing and speaking skills. The assignments include:

NOTE TO AJ and Correctional Science Students: Please review the notes below concerning report writing for law enforcement. Alternate assignments are also included to more closely fit the types of communications routine in the law enforcement field. PLEASE NOTE "AJ STUDENT," "CORS STUDENT," "BUSINESS STUDENT" OR "GENERAL STUDENT" BELOW YOUR NAME ON EACH ASSIGNMENT AND TEST.

- **Exercises from the Book**
- **CLUE at the end of some chapters (correcting sentences)**
- **A project paper - six or more pages constructed as follows:**
 1. Introduction
 2. Discussion or Body
 3. Conclusion
 4. Works Cited Page

The paper will have documented sources from a book, a person (interview), a magazine article and information from the Internet. More information is given on this later on and in your text.

- **Employment portfolio with the following**
 1. Application letter
 2. Resume
 3. Completed form application (enclosed or use one you get yourself)
 4. Two letters of recommendation: one personal and one professional

Due dates: The weekly assignments can be done ahead of time or as soon as you complete them. This is a 9-week course, so keep this in mind as you make priorities for your time. If you should get behind, let me know and we will discuss alternatives. Please do not save the work and hand it in all at once. Note: Paper due April 27; Portfolio due May 14. Final must be submitted by May 22.

Let's get started!

Week One: Read Chapter 1 – Communications at Work

Points to Remember:

1. Succeeding in today's workplace demands you read, listen, speak and write well
2. Heightened Global Competition has required workplace changes, including a flattened management hierarchy or the elimination of middle managers
3. Work teams are becoming more commonplace
4. The workforce is much more diverse than ever
5. The Process of Communication needs to be understood (see page 11)
6. Anything that interrupts the transmission of an idea (can be noise, pictures, self-talk, hunger, etc.) is called channel noise
7. Feedback is important, but decreases the farther away the sender is from the receiver
8. We need to overcome communication barriers (see page 13+)
9. E-mail can become a monster
10. Employers and employees need to understand how the "grapevine works" and what place rumors play in the moral of the company
11. Five common ethical traps should be avoided (see page 27+)

Report Writing for Law Enforcement:

Points to Remember:

1. A report is a permanent written record which communicates important facts to be used in the future
2. Types of reports in law enforcement include: Incident Reports, Crime Reports, Arrest Reports, Traffic Accident Reports, Supplemental Progress and Follow-up Reports
3. An administrative report deals with the routine functioning of the department or agency and the operational report deals with the activities of law enforcement officers
4. Reports are used to examine the past, keep other officers informed, continue investigations, prepare court cases, provide courts with relevant facts, coordinate law enforcement activities, plan for future services and evaluate law enforcement officers' performance
5. The report is read by other officers, supervisors, attorneys and judges, jurors, city officials, reporters and citizens
6. Reader-friendly writing avoids police jargon and abbreviations, and is written in simple language
7. It is written as it would be spoken, and it considers its audience
8. Reader-friendly reports avoid the use of "the above"
9. Problems with many police reports include: confusing or unclear sentences, conclusions and assumptions, extreme wordiness and overuse of police jargon and abbreviations, missing or incomplete information, misspelled words and poor grammar
10. Well-written reports save the department time and expense and result in better police work and more convictions. They can also reduce legal liability and reflect positively on your education, competence and profession
11. The content of a well-written report is: factual (does not contain opinion), accurate, (specific) objective and complete. You can accomplish this by avoiding words with emotional overtones and including all relevant facts.
12. Reports should be concise – leave out unnecessary information and wordiness – the car was blue in color. Since blue is a color, you don't need to use the word "color."
13. Well-written reports are legible and on time
14. Making good observations and notes concerning relevant facts assists in the writing of the report
15. Law enforcement reports are chronologically arranged in paragraphs, opening with the time, date, type of incident, and how you became involved, followed by information on what you were told, what you did based on the information received and the disposition of the case
16. Stay in the past tense throughout the report
17. Law enforcement reports are clearly written by using: first person (I handcuffed the suspect); active voice (subject performs the action); correct modification; proper pronoun reference and use of parallelism (these will be covered in Chapters 5, 6 and 7)
18. Use e.g. to show examples. Use i.e. to make explanations

Homework

1. Complete all of exercise 1.2 – on page 34 and 35
2. Do CLUE 1, turn to the back of the book for answers, and turn in corrected copy (with copy marks). You will follow this process with all CLUE assignments during the class.

Attachment D
Sample Student Contact Forms

History 17 – Post Civil War U.S. History
Correspondence Course – Instructor Linda Kennedy
Student-Instructor Interaction Form
Please Return by Oct. 30

The correspondence method of instruction does not allow for us to have frequent face-to-face meetings, so please use this form to discuss this course with your instructor.

Student Inquiries:

I would like information on the following:

What is the most interesting or important element you have learned during this segment of the class?

Student Signature: _____ **Date:** _____

Instructor Comments:

Instructor's Signature: _____ **Date:** _____

Attachment D
Sample Student Contact Forms

ENG 50 Intro to College Composition
Unit 1 Feedback Sheet – Fall 2009
Instructor: Aschenbach

Is there anything in this unit that was not made clear through readings or lecture notes?

Did you struggle with any of the assignments? In what way(s) did you struggle?

Do you have any questions about the material in this unit?

Do you have any questions about the material or assignments in future units?

Do you have any other questions?

Unit 1 Feedback	Total	_____ / 70
RAW #1		_____ / 10
RAW #2		_____ / 10
RAW #3		_____ / 20
Clustering Activity #1		_____ / 10
Thesis Development #1		_____ / 10
Worksheet #1		_____ / 10

