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2022-2023 ICaP Instructors Manual

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Introduction

Welcome to Introductory Composition at Purdue (ICaP)!

This manual contains information regarding university and departmental policies and procedures you will need to follow, as well as policies and information you should provide to your students. We urge you to read the entire manual carefully so that you understand your rights and responsibilities as an instructor in the ICaP program. Please keep it where you can reference it easily during your time at Purdue, but also note that a digital version, updated annually, is available as a .PDF file on the ICaP website.

For online ENGL 106 courses, consult the [ENGL 106 Online Instructor Guide](#) for information specific to online instruction.

We have tried to cover helpful topics, but if we have missed anything or if you have questions about the material included, please ask one of the Directors of Composition, your mentor, our scheduling deputy, or Joy Kane, administrative assistant in ICaP. We are all happy to help. Come by one of our offices in HEAV and see who is around or get in touch directly.

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While we've written this manual to be as comprehensive as possible, remember that it's never inappropriate to ask any of us for help. Teaching writing is our most important duty, but your professional development is a close second.

Mentoring

English 50500—Teaching First-Year Composition

Each teaching assistant who will teach ENGL 10600 for the first time will be assigned to a mentor group led by an experienced teacher familiar with current theoretical and pedagogical trends in composition. Your mentor group will meet daily during orientation week and twice a week during the semester.

Orientation—a series of workshops and onboarding events for new instructors—is scheduled to begin **August 15th, 2022**. **Convocation**—the department’s start-of-semester kickoff event—is scheduled for **Friday, August 19th, 2022**. Attendance at both Orientation week and Convocation is **mandatory for new instructors**.

Training does not end when the semester starts: mentor groups are scheduled to continue meeting throughout the semester on Tuesdays and Thursdays from 9:00am-10:15am. The purpose of this mentoring program is to provide all teaching assistants with a combination of theoretical grounding and practical guidance in the teaching of composition. Thus, the program has been formalized by the requirement that all teaching assistants register for and pass three hours of English 50500, Teaching First-Year Composition I, during the fall semester. All first-year ICaP instructors must then register for and pass three hours of English 50500, Teaching First-Year Composition II, during the spring semester. Any instructor who does not pass either semester of English 50500, Teaching First-Year Composition, will not be allowed to teach for ICaP.

Mentors will discuss course outcomes, specific assignments designed to achieve those outcomes, classroom management techniques, strategies for grading writing, and so on. Mentors will also observe all of the teaching assistants assigned to their groups during each semester and will, at the end of each semester, submit a written evaluation of performance for each teaching assistant in their group. These evaluations are not confidential; mentors will provide the Director of Composition with a copy of this evaluation, which will be taken into consideration when reappointments are made.

Assistant mentors also play a key role in mentoring. The assistant mentor, who is an experienced instructor in ICaP, will provide support and guidance for new instructors on all matters concerning teaching, navigating grad school, and professionalism. The assistant mentor may help instructors individually or may present topics of special interest to the entire mentor group. They may discuss the integration of technology into the teaching of writing and help instructors use (and teach with) a variety of software applications. Assistant mentors will also observe instructors teaching in the classroom and are available to help all instructors in matters of pedagogy and technology.

Summary Of English 10600 Mentoring Guidelines

Each mentor group will meet twice per week for 75 minutes as required for the ENGL 50500 course.

Attendance is required. Teaching assistants must also complete any projects assigned by the mentor. Typical activities at these meetings include responding to and evaluating student writing; discussions of conducting small group activities, class discussions, and conferences; the development of policy statements, syllabi, assignments, exercises, lesson plans, and professional development materials; discussions of classroom management and student problems; and discussions of readings assigned by the mentor.

Mentors will hold regular office hours and will be available for individual consultation. Mentors or their assistants will observe new instructors assigned to them each semester and review samples of their

graded papers. At the end of the semester, mentors will provide each teaching assistant in their group with a written evaluation of their performance.

Mentoring For Lecturers (LTLs, VCI, CLs)

Lecturers who are new to the ICaP Program or who have not taught in the program since before Fall 2003 may be required to attend parts or all of the fall orientation week for new teaching assistants (the week before classes start in August). The Director of ICaP will determine if new instructors will be assigned to audit a mentor group which meets every Tuesday and Thursday from 9:00am-10:15am as English 50500, "Teaching First-Year Composition."

According to University Regulations, employees who are required as a condition of employment to attend a course without credit may audit without enrolling as a student. (University Senate Document 10-5, February 21, 2011).

English 505 serves as both a class and as a mentor group in which the members share experiences and are active participants in the class. Thus, lecturers are invited to participate in the course as graduate students would.

Syllabus Themes and Textbooks

Syllabus Themes

Syllabus themes provide structure to ICaP courses, while offering instructors room to design courses that fit their interests and strengths.

As of 2022, the six approved syllabus themes are:

- Academic Rhetorics
- Digital Rhetorics
- Public and Cultural Rhetorics
- Rhetorics of Narrative
- Rhetorics of Data Science
- Rhetorics of Science and Medicine

You can find descriptions of these themes on the ICaP website. No matter which syllabus theme you use, your ENGL 10600 course must follow the [outcomes of the ICaP Program](#).

Note that only two syllabus approaches are approved for 106DIST courses: Academic Rhetorics and Digital Rhetorics.

Textbooks

Per ICaP policy, ENGL 106DIST instructors must use digital learning platforms such as Pearson Revel and Macmillan Achieve for the primary textbook. For more information, consult the [ENGL 106 Online Instructor Guide](#).

You are required to teach your ENGL 106 class using a rhetoric (i.e., a textbook) which can be found on [ICaP's approved list of textbooks](#).

Rhetorics must be approved by the Introductory Writing Committee (IWC) before they can be used in an ICaP course. Instructors are welcome to pilot new rhetorics after their first year of teaching, but they must follow specific ICaP procedures to do so. A Google Doc containing these procedures is available on the ICaP textbook page linked above.

Additional Considerations for Textbooks

1. The textbooks on the list of approved rhetorics are appropriate for any syllabus theme. You may also select any supplementary reader or handbook you'd like, regardless of your syllabus theme. If you wish to use a rhetoric that is not on the approved list, you must secure permission from the Director of Composition to do so.
2. The Higher Education Opportunity Act (effective July 1, 2010) requires that institutions make textbook information available to students before they register for classes. Therefore, departments must provide textbook information to the university in March for the following fall semester and in October for the following spring semester. In early October and March, Joy Kane will request your textbook selections. These must include any handbook or reader you assign as well as your required rhetoric. Please fill in the online textbook form she sends you before her deadline so she can order copies for your class and satisfy the university's mandate.
3. Desk copies of textbooks are copies of the text that publishers include for free under the assumption that a teacher will use them to teach a course. If you are a first-year TA, your mentor will provide desk copies for the course you are teaching. You may review other approved textbooks in the ICaP desk copy library in HEAV 302. When you find a new text you'd like to use, you can either order your own copy from one of our textbook reps or you can indicate on your online book order that you need a desk copy.

Additional Syllabus Theme and Textbook Policies for Mentees

During your first year of teaching in the ICaP Program, your mentor will select the syllabus theme—a curricular approach centered around particular topic(s) of interest—and textbook(s) for your entire mentor group.

After you have completed the mentor course, you will have considerably more responsibility and freedom for structuring your course. You are, however, required to teach within an approved syllabus theme, and as you adapt materials to match your teaching philosophy, your syllabus should be identifiable as representative of your selected syllabus theme. Be sure to indicate the name of your syllabus theme on your course's syllabus.

Syllabi and Policy Statements

Required Items on Your Syllabus: A Checklist

You must provide your students a copy of the syllabus for your course, which includes your course policy statements and a calendar that includes readings and assignments. All instructors for ENGL 10600 and 10800 are asked every semester to submit their syllabus (with policy statements and calendar in a single document if possible) for review by a team of English department instructors, staff, and administrators.

Syllabi are submitted for review on Brightspace or via a Qualtrics form on the ICaP website. A link to this form, in addition to a syllabus checklist, a syllabus template document and information regarding deadlines, is available on the [syllabus review page](#) of the ICaP website.

Your syllabus should ideally be submitted in .docx, .doc, or .odt format. A .pdf is acceptable. The filename should begin with your last name and first initial. For example: "doej-106-syllabus-fall2022.docx".

It is not enough simply to hand students copies of your policy statement and syllabus. Take time on the first day of class (or take shorter chunks of time each day of the first week) to read through these

documents with your students and to give them time to ask you questions. Be sure that you give copies of the syllabus and policy statement to students who add your course late or miss the first day.

Other University Policies

While you still need to cover this material in class, you may save syllabus space by creating a link to the [Student Guide to ICaP](#). **Please don't overlook these items when you cover your syllabus during the first week of classes.**

Attendance Policies

Please see University Regulations for all official language pertaining to [Purdue's attendance policy](#). Here you will find detailed information concerning University Excused Absences (Grief, Military, Jury Duty, Parenting Leave, and Medical Excused Policies).

Include in your syllabus a fair but enforceable, consistent, and clear attendance policy. English 10600 is a highly interactive class, and students must be in attendance to gain the full benefit from class activities. You may establish penalties for absences, tardiness, and late work, but for those penalties to be enforceable, you must present your policies to your students clearly and in writing. Please think carefully before you establish these policies. You must be willing and able to enforce them consistently, and they should not be unbearably harsh. For example, creating a rigid and complicated tardiness policy might not be worth the effort it takes to maintain and enforce it.

According to Purdue University Regulations, course attendance policies must be consistent with university policies (also see the [ODOS page on Class Absences](#)). Occasionally, students may need to be absent from class for personal reasons beyond their control, but students are still expected to be responsible for any class-related work they miss as a result of an absence. This work may be made up at the discretion of the instructor, but only the instructor can excuse a student from a course requirement or responsibility. Purdue recognizes that students may jeopardize their grades with excessive absences, and you and the student should talk about how the absences may impact the course grade.

When an absence can be anticipated, such as for university-sponsored activities or religious observances, the student should inform you as far in advance as possible and you should try to accommodate the student. Your course policies should indicate the notification time you expect.

Note that the Purdue University Student Hospital (PUSH) does not provide “excuses” for illness. Students should communicate with you about illnesses, and you should work with students concerning these absences. If a student must be hospitalized or must go home for an extended illness, the Dean of Students will contact you.

[Note that attendance policies for online courses differ from the regular classroom guidelines. Online courses do not require a traditional attendance policy, and instructors are encouraged to instead pay attention to students' participation and engagement. For more information, consult the [ENGL 106 Online Instructor Guide](#).]

Academic Integrity and Plagiarism

Unfortunately, some students plagiarize. They may copy from published sources, they may copy and paste directly from internet sources, they may fabricate or fail to acknowledge a source they have used, they may purchase papers from a “paper mill,” they may borrow papers from other students and submit them as their own, or they may submit work they have completed for another class without consulting you first. All of these are examples of academic dishonesty. **This is why you need to address the**

complicated and often confusing issues of Academic Integrity and Plagiarism on your syllabus, on the first day of class, and several times throughout the semester.

Your course policies should also include a clear definition of plagiarism that spells out what punitive actions you will take with students who plagiarize. You may link to the [Student Guide to ICaP](#) for additional concerns.

The Office of the Provost asks that we include on our syllabi (as well as on key assignments) the Purdue Honor Pledge: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.”

The Office of the Provost also suggests that you add these sentences to your syllabus:

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

If you need a definition of plagiarism, you may use or adapt this one:

When writers use material from other sources, even their own, they must acknowledge this source. Not doing so is called plagiarism, which means using without credit the ideas or expression of another. You are therefore cautioned (1) against using, word for word, without acknowledgment, phrases, sentences, paragraphs, etc. from the printed or manuscript material of others; (2) against using with only slight changes the materials of another; (3) against using the general plan, the main headings, or a rewritten form of someone else’s material. These cautions apply to the work of other students as well as to the published work of professional writers. Student writers need to also be aware of self-plagiarism, which is when you turn in for one class writing that you completed for another class.

The Dean of Students’ “[Academic Integrity: A Guide for Students](#)” is a good resource to use in your ICaP course to help you define academic dishonesty. You will find specific examples of academic dishonesty on these OSRR sites: [Academic Integrity and You: Undergraduate Edition](#) and [Academic Integrity and You: Graduate Edition](#).

Reporting Plagiarism

If you suspect that a student has plagiarized, discuss the case with your mentor or with Linda Haynes, Associate Director of ICaP. Keep in mind that we must be careful not to falsely accuse students of dishonesty, but if you believe the student has submitted work not their own or not written for your class, you may still send a report to the [Office of Student Rights and Responsibilities](#). If you grade punitively because of plagiarism, you are strongly encouraged to file a report. You will, of course, need to provide some evidence of academic dishonesty, so be prepared to provide that along with a clear narrative of events. The OSRR’s responses to plagiarism vary according to the situation and may include that the student attend workshops to better understand academic dishonesty, or in more extreme and repeated cases, expulsion from the university.

Your course penalties for plagiarism may include requiring the student to re-do the assignment (possibly for a reduced grade), failure of the plagiarized assignment, or failure in the course, depending on the severity of the plagiarism and whether the student has ignored all previous plagiarism instruction and/or warnings. The action you take may differ depending on the egregiousness of the act, but you still must be

fair, consistent, and clear. For example, if you state on your syllabus that plagiarized work will be failed, you should clarify whether that means the student will receive 59/100 points (technically a failing grade) or zero points.

Similarly, you should consider having penalties in proportion to the severity of the act. If a student cuts and pastes into an assignment a single uncited paragraph from an internet source, you may want that student to learn and re-do that part of the assignment. But a student who steals an entire research paper and submits it as their own work may require a firmer penalty.

Make your assignments as plagiarism resistant as you can. Generic assignments can easily allow students to take papers from each other or from online paper mills. Ask your students to submit to Brightspace their planning, research, and drafts as they are writing. You have the option to activate Turnitin.com through Brightspace. Check under the Evaluation & Feedback tab of your Brightspace assignment page. As always, talk with your students about the use of plagiarism detection services like Turnitin.

We do believe in treating some instances of plagiarism as “teachable moments.” Please see the ICaP Plagiarism Guidelines in the appendix of this manual for more information.

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity. See [Purdue’s policy on Violent Behavior](#) for more information.

Nondiscrimination

Here you may read Purdue University’s entire [Nondiscrimination Policy Statement](#).

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.

Emergencies

You should become familiar with [Purdue’s Emergency Procedures Guide](#) which will help you understand what to do to keep your students safe in case of weather, fire, or other threats. **You need to cover personal and campus emergency procedures during the first day of class.** You also need to add your personal policy for emergencies to your syllabus. Define your procedures for communicating with the students and for submitting assignments during emergent situations. Below is a statement you may use for addressing such emergencies:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email. You are expected to read your @purdue.edu email on a frequent basis.

Other Things You Need to Know

Family Educational Rights and Privacy Act (FERPA)

During your orientation week you will need to pass the FERPA certification, and you will need to renew your certification annually using the [WebCert Course Catalog](#). You can access your FERPA certification training materials and the quiz from your Brightspace page. If you do not keep your FERPA Certification up-to-date, you will be unable to access your course rosters or to submit grades.

Course Rosters

You may view, download, or print lists of your students by logging into myPurdue. Recipients of the course rosters are bound by university regulations and by FERPA.

Use of the course rosters is intended for the instructional faculty for educational purposes only. Course rosters (including students' contact information) are also provided in your course Brightspace's "Classlist" tab.

Brightspace: Purdue's LMS

Purdue's current Learning Management System (LMS) is Brightspace which we require all instructors to use to provide students with course materials and to record their grades.

Adding Courses

ICaP policy: do not add students into composition courses beyond the first week of classes.

During the first week of the semester, students make their own add/drop requests through Scheduling Assistant. If there is space in your class, the computer will honor the student's request. However, academic advisors or the registrar are able to add students over the course limit if students have the instructor or department approval through the Scheduling Assistant. Therefore, **do not approve any requests for "adds"**.

You should never have more students in your class than the section limit. Enrollments for English 10600 and 10800 are capped at 20 students and English 10600-INTL is capped at 15 students. Check your course roster the second week of the semester. If a student drops your class late Friday of the first week of classes, it is possible for another student to add your course. Once the second week of the semester has begun, your enrollment should be set.

If students do not pay tuition on time, their classes may be canceled at the end of the first week. If students' names disappear from your roster on the second Monday of the semester yet those students are still attending class, you should ask them to check their schedules on myPurdue. If their classes have been canceled, you may grant approval for these students to re-add your class.

The **only** conditions under which we give our approval for students to add is if:

- the student attended your section of English 10600, 10800, or 10600-I the first week,
- it is the second or third week of the semester,
- the student was canceled by the university, and
- adding the student will not cause your class limit to exceed 20 students (or 15, if 10600-I).

If you have a student in this situation, contact Linda Haynes, Associate Director of ICaP (lhaynes@purdue.edu) for clarification if needed.

Table 1 explains the procedures and deadlines for students to add a class.

Table 1: University Course Adds Policies

Week 1	Web Registration through Scheduling Assistant with no approval needed as long as there is space available in the course. Students are strongly encouraged to consult with their academic advisors before adding classes.
Weeks 2-4	Students must have approval from their advisors and instructors before adding classes. ICaP Instructors: DO NOT grant approval for new students to add your class. You may approve students who were originally registered in your class and who have been canceled by the university for non-payment of fees, but it is recommended you first check with the director or associate director of ICaP. Check your course roster daily.
Weeks 5-9	Only students with extenuating circumstances may be added, and only with approval of an academic advisor, the instructor, and the head of the department in which the course is listed.
Weeks 10-16	Course additions are not permitted.

Dropping Courses

Students have several weeks to drop a course, and they are not obligated to notify their instructors unless they drop after the fourth week of the semester. Table 2 explains the procedures for dropping a class.

Table 2: University Course Drop Policies

Week 1-2	Students may drop courses using Scheduling Assistant with no approval from anyone. Students are strongly encouraged to consult with their academic advisors before dropping classes.
Weeks 3-4	Students may drop with approval from their academic advisors. The drops will be recorded with a grade of W (withdraw).
Weeks 5-9	Students may drop with authorization from their academic advisors and instructor. Instructors must indicate a grade of W, WF, WN. Undergraduate students with a semester classification of 01 or 02 do not need to have an instructor's response on the drop request. Grades for these students will be recorded as W. ICaP Instructors: Most of your students will be classified as 01 or 02 and will not require a response to drop. See your course rosters for the classification of your students.
Weeks 10-16	Course assignments cannot be canceled during this period.

Withdrawals

University Regulations state that students with a semester classification of 3 or greater who withdraw from a class after the fourth week of the semester will be assigned a grade of W (withdraw) or WF

(withdraw failing) which the instructor authorizes. If a student withdraws from the university, you will receive a notification.

Late and Retroactive Withdrawals

While the chart above indicates that courses may not be dropped after Week 10, there are certain exceptions that the Associate Dean or Registrar may make. If students have extenuating circumstances beyond their control in which they are unable to continue their studies for the semester, they should contact and work with their academic advisor and/or the Dean of Students.

If a student requests a retroactive withdrawal after the last week of the semester, they must contact the Office of the Registrar. They will contact you to request and assemble documentation which they will then forward to the Associate Dean for a decision.

Students Who Stop Attending Class (FN)

If a student stops attending class but remains on your course roster, you need to record the student's grade as FN, or Failing/Non-authorized Incomplete. You would then indicate the last date of the student's academic-related activity (or, attendance) on the final grade report (see Grading and Assigning Grades).

For ENGL 106DIST courses, consult the [ENGL 106 Online Instructor Guide](#) for more information.

Initial Course Participation Reporting (ICP)

Federal regulations require that student financial aid recipients begin attending or participating in coursework in order to be eligible for financial aid. Therefore, it is the instructors' responsibility to indicate on the Initial Course Participation Report which students have not attended class by the end of the fourth week of the semester (or by the end of the second week in a Summer Session course). If a student has attended at least one class OR submitted one academic-related activity (quiz, homework, sign-in sheet, etc.), they are considered to have commenced participation. Only those students who have never attended at least one class or have never submitted an academic-related activity should be reported as "Never Attended" on initial course participation reporting. Reporting should be done during the first four weeks of class. This report is located on your myPurdue page. Log on to myPurdue, click the Faculty Tab, and select Initial Course Participation under the Faculty Tools list.

You will receive an email about ICP Reporting with full instructions early in the semester.

Testing Out of English 106 or 108

Test out options are not available for students for English 10600 or 10800.

Final Exams

No final exams nor final exam classrooms are scheduled for ENGL 10600 or 10800.

Classroom Courtesies

ICaP classes meet in several different buildings on campus, most commonly Recitation (REC), Krannert (KRAN), and Wilmeth Active Learning Center (WALC). We ask that you practice common classroom courtesies in all buildings. All sections of ENGL 106 begin on the half hour and end 50 minutes later. The 10 minutes between classes allow instructors who are leaving the classroom 5 minutes to shut down the computer and pack up, giving the next instructors 5 minutes to set up and prepare for class. Please be courteous to one another and realize that sometimes class can run over a few minutes, but try to split

these 10 minutes between classes fairly. (ENGL 108 classes may meet either on the hour or the half-hour with Tuesday-Thursday classes being 75 minutes with 15 minutes between classes.)

Before you leave your classroom, please erase the chalkboard or whiteboard and log off your computer but do not turn it off completely.

If you do not have enough chairs in your classroom for you and your students, please let either Joy Kane or Linda Haynes know immediately. Do not take chairs from other classrooms. We will give you more information about building policies (emergency procedures, lost & found, where to report broken equipment, etc.) on the Write-L listserv.

Working with the Writing Lab

As a complement to your teaching, your students may use the services of The Writing Lab (2nd floor of the Krach Leadership Center, 765-494-3723). **Note the new location!**

Writing consultants there will interact with students one-to-one. The staff consists of the Director of the Writing Lab, Harry Denny; Associate Director Vicki Kennell; professional writing specialists; post-doctoral writing fellows; graduate students from the English Department's Rhetoric and Composition program who have taken a mentoring course; and undergraduate writing consultants.

How the WL can help your students

Writing lab consultants can offer your students a second reader's response to a draft, help to see if students understand an assignment, answer questions students might have, review grammar and style, help with planning or revising a paper, assist with learning how to find appropriate sources for research, or work with other composing concerns with which your students would like help.

The core of a session might include conversations about ideas students have for their papers, dialogue that leads students to answer their own questions, and talk that helps students refine their ideas and ask the questions they have about drafts of a paper or an assignment. The focus is on personalizing the interaction students have with tutors about their writing. Students are advised to consult their instructors about course-specific issues.

Students can visit the Purdue OWL to make an appointment for face-to-face tutorials or online tutorials. The Writing Lab offers real-time, synchronous sessions via a chat interface or an asynchronous option where students will receive feedback by email. Writing consultations are also available across campus in satellite locations. For more information and the most up-to-date schedules, please call 765-494-3723 or visit the [Purdue OWL website](#).

Encouraging your students to use the WL

Some students come to the Writing Lab on their own, but most do not. Students may need extra encouragement to visit. However, requiring students to attend often sets up an adversarial relationship in which students start out very unhappy at having attendance forced on them. Even offering extra credit can be problematic because students may only be interested in obtaining points rather than advice. The Writing Lab does not allow instructors to require entire classes to schedule tutorials, but the directors are available to discuss instructors' needs for working with particular classes.

To acquaint your students with the Writing Lab, you can request a staff member to come to your classroom to talk about the Writing Lab with your students. The Writing Lab also has numerous brochures and bookmarks that you can distribute to your classes. Please request copies from the

receptionist. When a staff member is visiting your class, we may ask you to talk about when you think students should work with the Writing Lab, or we may ask you to speak about assignments.

The Writing Lab also invites instructors to share their syllabi and writing assignments with them, to talk to them about common concerns they're seeing across a crop of student papers, or to schedule a consultation for their own writing projects.

For more suggestions on how to get students to seek the help they need in the Writing Lab, see the director, Professor Harry Denny, and visit the [Writing Lab's FAQs for Instructors](#).

The Writing Lab offers the following services in addition to tutorials:

The OWL (Online Writing Lab)

The owl.purdue.edu website has over 400 handouts on writing skills that you can refer your students to or that you can download and distribute in class. There are also online workshops and YouTube videos on writing research papers and writing resumes, plus suggestions for visual rhetoric and discipline-specific writing.

Workshops

The Writing Lab offers group-based writing workshops on various topics each semester. Students can visit the Purdue OWL to view the schedule and register for any number of workshops.

Conversation Groups for Multilingual Students

Multilingual students can participate in daily conversation groups. Students can visit the Purdue OWL for details and to register. There is no limit to the number of conversation groups students can join.

Working with the Center for Advocacy, Response, and Education (CARE)

If you suspect or if a student reveals to you that they are a victim of power-based personal violence (PBPV: sexual harassment, exploitation, relationship violence; relationship violence; or stalking), refer the student to [CARE, the Center for Advocacy, Response, and Education](#). CARE is a division of the Office of the Dean of Students that provides free and confidential services to students who have experienced PBPV. The advocates at CARE listen to and support survivors and offer them services and resources in a non-judgmental environment.

CARE is located in Duhme Hall, Room 139, 205 North Russell Street. Their 24/7 Confidential Hotline is 765-495-CARE (2273); email them at care@purdue.edu.

Guidelines for Media Use in ICaP

Multimedia can be and often is a beneficial component of a composition course. Per ICaP's goals, English 10600 and 10800 provide students with high and low stakes opportunities (respectively) for using multiple composing technologies to produce a variety of genres and texts.

However, because English 10600 and 10800 are primarily composition courses, media should not hinder or distract from the processes of composition, and because they are general education courses, ICaP recognizes the need for a designated media policy that creates productive, value-sensitive learning environments in our classrooms.

Media included in coursework should be pedagogically purposeful, not cost-prohibitive, and respectful of students' personal, cultural, and religious identity. When necessary, alternatives should be made available for students with objections to specific content.

Please see Appendix F for details.

Grading and Assigning Grades

All instructors are required to record and update students' grades regularly in Brightspace.

Instructors must not only assess students' work throughout the semester but also assign a single grade that is indicative of the student's performance and learning at the end of the semester. In addition, University Policy states that students must have some idea of how they are doing in their classes before the seventh week of the semester, so make sure you have returned their first graded assignment to them before week 7.

Many instructors find grading to be a challenge. New teaching assistants can expect to spend time in mentor meetings discussing grading, the use of rubrics, and the issue of responding to student writing. Gradually, through discussions with mentors, other teaching assistants, and trial and error, you will find a system that is most comfortable for you. This section is designed to give you some guidelines for your grading practices.

Be Fair, Be Specific, and Be Consistent

Your students must not be able to argue that you have graded others more generously because you like them or have graded them more harshly because of a personality conflict. To that end, it helps if you articulate your standards for grading at the beginning of the course and are as specific as possible about both the strengths and weaknesses of student projects when you comment on them. Although we do not presume to tell you what grades you should assign, we do urge you to recognize that grades should reflect the student's performance. You may find that if you reward slight progress with higher grades or poor work with Cs instead of Ds or Fs, your students' final grades will be inflated. Please remember that you do no one a favor by grading too generously. Of course, the opposite is also true.

Collecting Student Work

The best option is for students to submit their work digitally through Brightspace. If you prefer to receive hard copies to read, it is advisable that you ask students to submit their work digitally as well and to record your evaluations and grades in Brightspace.

Returning Student Work

A second obligation is to be prompt. Ideally, you should return papers to your students within one week; shorter assignments should be returned sooner. Under the less-than-ideal conditions that may arise by mid-semester, you should return papers at least one class period before the next paper is due. For students to benefit from comments, they need to consider them as they write their next papers.

Mid-Term Grades

Your students should have an idea of how they are progressing in your class before the fifth week of the semester. By then, you should have awarded points on a written work, quiz, essay, or some other graded item. The university now requires instructors to provide students with some graded feedback. According to university policy, "Between the beginning of the fifth week and the end of the seventh week, all

students enrolled in 10000-29999 level courses and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.” There is no formal reporting mechanism in place for this policy; you only need to have returned to your students some graded work or posted grades and feedback on Brightspace. It is also a good practice to talk with your students face-to-face about their grades. You may use their scheduled conference time for this discussion.

Participation Grades

Many instructors automatically include “participation” on their syllabi. Below are three things you must consider about participation before you can include it on your syllabus and grading system.

- Participation cannot count for more than 10% of students’ total grade.
- Any participation grade you give your students must be *measurable and documented*.
- You are required to explain to your students exactly what is being graded as part of participation and how they earn those grades.
- Be aware that some students may be thoroughly engaged in your class, may learn and retain the information, and yet not appear to be participating according to your guidelines.

Instead of participation, some instructors assign 10% or less of their students’ overall grade to Professional Ethos or to Engagement, for which they create a rubric that may include classroom behavior as well as expectations for submitting work, peer review, and group work (among other items). New teaching assistants can expect to spend some time in mentor meetings discussing participation.

Incompletes

The university is quite specific about when it is appropriate to give students Incompletes. According to Purdue’s academic regulations, “A grade of Incomplete is a record of work that was interrupted by unavoidable absence or other causes beyond a student’s control, which work was passing at the time it was interrupted and the completion of which does not require the student to repeat the course in order to obtain credit.” **You are not, under any circumstances, to give an Incomplete to students who are failing your course in order to avoid giving them an F.**

If legitimate circumstances do warrant that you give a student an Incomplete, you have several steps to complete:

1. If you believe a student has a case for an Incomplete, please first talk with Linda Haynes or ICaP Director Bradley Dilger. Never promise an Incomplete to a student until you have talked with one of us.
2. Come to consensus with the student regarding the work that needs to be done, and develop a time frame for completing it.
3. Download and fill out a Form 60, which is available on your myPurdue page in the Registrar Forms box.
4. Email a copy of the form to the English Department Schedule Deputy when you complete your grades. Attach a copy of the course syllabus or assignments to the email, indicating the requirements and/or expectations for work to be completed.
5. Email a copy of the form to the student.

6. Register a grade of I on the grade form in myPurdue.

Be aware that students have one year to complete the work. If they do not complete the work within this time, the Incomplete is changed to an IF (which indicates that a student failed the course because of an unfinished incomplete). A grade of Incomplete may also affect students' VISA, financial aid eligibility, or scholarship. Before you consider giving a student an Incomplete, remember that any Incomplete you give may hang over your head (as well as your student's) for up to a year.

Also, it is possible that a student may not finish the Incomplete until after the instructor who assigned the grade has left Purdue. In such cases, it is extremely difficult for the student to get a permanent grade assigned. Additionally, if the student is not enrolled for a period of three years following the semester in which the Incomplete is given, then the Incomplete grade will be permanent.

Reporting Grades

You will be expected to report your students' grades electronically through myPurdue. As you record the grades, please check each roster carefully and notify the Schedule Deputy of any differences between your class roster and the grade list. You will also be asked to complete and submit to the main English Department office a departmental contact form in case you need to be reached about a grade.

Students Who Stop Attending Class (FN)

If at the end of the semester a student who stopped attending class (and who has failed) remains on your course roster, you need to record the student's grade as FN, or Failing/Non-authorized Incomplete. You would then indicate the last date of the student's academic-related activity (or, attendance) on the final grade report.

Grading Scales and Plus or Minus Grades

The university grading system allows you to submit plus or minus grades on the final grade report. Plus and minus grades affect how students' grade point averages are calculated per University Senate Document 96-8. The calculations are outlined in Table 4.

Table 4: GPA Calculations

Grade	Weight	Percent (Example)
A+, A	4.0 x sem. hrs. = index pts.	95-100% (or A+ = 97-100%)
A-	3.7 x sem. hrs. = index pts.	90-94%
B+	3.3 x sem. hrs. = index pts.	87-89%
B	3.0 x sem. hrs. = index pts.	83-86%
B-	2.7 x sem. hrs. = index pts.	80-82%
C+	2.3 x sem. hrs. = index pts.	77-79%
C	2.0 x sem. hrs. = index pts.	73-76%
C-	1.7 x sem. hrs. = index pts.	70-72%
D+	1.3 x sem. hrs. = index pts.	67-69%
D	1.0 x sem. hrs. = index pts.	63-66%
D-	0.7 x sem. hrs. = index pts.	60-62%

F, WF, IF	0.0 x sem. hrs. = index pts.	0-59%
P, N, I, W	Not included	

You are not obligated to use plus and minus grades; they exist so that you may make additional distinctions in your evaluation of students' work. However, if you use the plus and minus grades on individual assignments, you must indicate on your syllabus that you are using the +/- system, and you must then use +/- when you calculate final grades. Also note that the +/- do affect the student's GPA (with the exception of A+ and A grades, which are both equivalent to a 4.0).

Confidentiality of Grades

One of the provisions of the Family Educational Rights and Privacy Act (FERPA) stipulates that a student's educational records or other personally identifiable information may not be disclosed without the student's prior written consent. Grade Reporting Rosters are educational records because they contain the student's identification number and, when completed, the grade awarded to the student in the course. Care must be taken to be certain that grade reporting rosters, or any facsimile which identifies the student and the grade awarded in a course, be used in a confidential manner.

Under no circumstances may copies of personally identifiable grade information be posted publicly. The Privacy Act also prohibits discussing a student's grades with his or her parents without the student's written consent. For more information about FERPA, see the [Family Educational Rights and Privacy Act](#).

Transmitting Grade Information to Students

It is your responsibility to give your students grades in a fair and timely manner, and it is your students' responsibility to keep track of their own grades. If you use Brightspace, your students can see their grades as soon as you record and release them. However, from time-to-time students may email you and request a grade update or explanation. According to the Office of the Registrar's interpretation of FERPA regulations, you may not send any grade information to students through email. Purdue cannot guarantee grade confidentiality over email because students often forward their email to outside vendors (Gmail, Yahoo, etc.). Purdue's security is lost once the message leaves the @purdue.edu system.

You may give students updated grade information the following ways:

- Use the secure grading function on Brightspace, Purdue's secure Learning Management System
- Use your conference time or office hours to discuss grades confidentially with students one-on-one
- Place grading information in the file sharing service called [Filelocker](#) for the students to retrieve electronically. Filelocker is an open-source program created by ITaP and is approved by the university. You'll need your Purdue login and BoilerKey to use this program.

Grade Appeals

Despite your best efforts to be fair in your grading, a student may nevertheless wish to appeal a course grade. The grade appeals procedure is explained in the University Regulations and is available online on the website of the Office of the Dean of Students.

Briefly, students are to attempt to resolve grade disputes at "the lowest possible level," that is, with the instructor who assigned the grade. If you cannot resolve the dispute, the student may bring the dispute to the ICaP Associate Director. If, following consideration by the associate director, the student is still

dissatisfied, they may pursue the matter with the department head, the school appeals committee, and, ultimately, the university appeals committee. Rarely do grade appeals go beyond the second level. You can expect that, while the program associate director is obligated to investigate student complaints objectively, you will be supported as long as you have provided your students with written policies concerning your grading and have not graded capriciously. See Appendix B, Procedure for Grade Reviews.

Your Employment in ICAP

Evaluations

Lecturers: During and after your first semester, we encourage you to observe and be observed by other lecturers. Likewise, feel free to request an observation from the Director or from the Associate or Assistant Director. You may ask that a report of observation be placed in your file which may later be used for programmatic letters of recommendation.

Mentees: Your English 50500 mentor will observe and evaluate your teaching periodically during your first year in ICaP. After your first year, you may be observed by other instructors. You may ask these instructors to put a report of their observation in your file which may later be used for programmatic letters of recommendation.

Mentor Evaluations of Graduate Instructors' Teaching

For graduate instructors, your mentor will observe your teaching in English 10600. First-year teaching assistants can expect to be observed at least twice each semester. These observations will be followed by a meeting with your mentor who will offer comments and advice. In addition to regular observations by your assigned mentor, you may be observed by the Director of Composition. Some mentors also require group members to visit one another's classes or to visit the classes of senior TAs or more experienced instructors for purposes other than evaluation.

Student Evaluations (Center for Instructional Excellence)

Every semester, your students will evaluate your teaching and the course. A questionnaire containing questions required by the university and the department is emailed to students during the last weeks of the semester. You may provide your students some classroom time to complete the evaluations, but you should not be present in the room as they work on them. If you are teaching a course other than composition, you will use the evaluation form developed for the specific course you are teaching.

Building Your Professional Portfolio

ICaP staff are deeply committed to every instructor's professional development. Let us help you build your professional portfolio by talking about teaching, observing your classes, and helping you develop materials.

If you wish to use student writing in your teaching and/or in your professional portfolio, you should receive written permission before doing so. ICaP has a standard permission form for your use. (See Appendix, Sample Permission Form.)

Policy for Repeated Complaints about Teaching and Classroom Decorum

We hope it doesn't happen, but occasionally we receive complaints or concerns from students about instructors who do not perform well or who behave inappropriately in the classroom.

While ICaP reserves the right to uphold these policies, we will work with instructors on a case-by-case basis. Once the Director of Composition determines that an instructor must be consulted about concerns or conflict in the classroom, we will adapt the following procedure, based on the egregiousness of the case.

Step 1: The instructor and student (separately) have an initial meeting with the ICaP staff (Director and Assistant Director) to discuss the raised issues.

- The instructor will receive official written notification of the concerns from the Director of Composition. The instructor will have the chance to respond to the concerns in writing.
- In cases of egregious pedagogical misconduct*, the Director may decide to forgo Step 1 and move directly to Step 2.

Step 2: If deemed necessary by the Director, a follow-up meeting will include the instructor, the Department Head, the ICaP Director (and if the instructor is a graduate student they should be accompanied by a grad student representative, either the graduate student Assistant Director or a GradSEA Representative) to discuss additional mentoring and pedagogical suggestions. With the second meeting, the instructor enters a probationary status which may include, but is not limited to:

- documentation of requested changes to syllabi or course materials and evidence of grading
- classroom observation
- additional mentoring in either (or both) tech mentoring or pedagogy by ICaP Staff

The instructor will again receive official written notification of the concerns and the instructor will again have the chance to respond to the concerns.

Step 3: If, after Steps 1 and 2, the instructor still has not made adequate progress toward addressing the original issues, the instructor will face immediate dismissal or non-renewal of the contract for subsequent semesters.

***Egregious pedagogical misconduct** would include situations in which the program outcomes and/or the Purdue University Student Code of Conduct are ignored and/or a case of serious decorum infractions. Examples include not informing the Director of ICaP of your teaching absences or not meeting with your students as scheduled. Certain egregious misconduct (pedagogical or otherwise) may result in immediate relief from teaching responsibilities.

Note for Lecturers

According to [Terms and Conditions of Employment of Lecturers](#), “The University may terminate the employment of any Lecturer or Limited-term Lecturer before the end of his/her term of appointment for misconduct, poor performance, or inefficiency upon written notice to the employee. Lecturers are not entitled to the procedures for cases of termination for cause that are available to faculty classifications. Procedural disputes in cases of termination for cause before the end of the term of appointment may be grieved pursuant to the policy on [Dispute Resolution for Staff \(VI.D.1\)](#). If employment is terminated prior to the expiration of the appointment, the University will pay the employee’s salary either 1) through the last day of employment for a Lecturer or 2) based on the number of credit hours taught through the last day of employment for a Limited-term Lecturer. The University will not pay the individual’s salary for the remainder of his/her term of appointment.”

In rare cases of inadequate performance (failure to meet classes, abuse or harassment of students, Title IX violations, refusal to teach according to the course outcomes, etc.), a lecturer’s contract may be severed immediately and permanently.

Note for Graduate Instructors

Note: Graduate Teaching Assistants have access to the formal and informal grievance procedures prescribed for Purdue University and College of Liberal Arts employees. TAs may contact the CLA Dean's Office for information about the grievance process. The Graduate Student English Association does not represent TAs in the employment grievance process.

Reappointment

Lecturers

Decisions about contracts for reappointment as a Limited-term Lecturer in ICaP rest with the Director of ICaP. These decisions are first based on program needs and enrollment. Limited-term Lecturers' appointments are on a semester-by-semester basis. LTLs are not eligible for benefits or for university leaves of absence. According to Terms and Conditions of Employment of Lecturers (VI.F.4), "Limited-term Lecturers contracts are made for one semester at a time. No further notice is required."

Visiting Continuing Lecturers and Continuing Lecturers receive the same benefits as administrative/professional staff. They are not considered faculty, do not have voting privileges, and are not eligible for sabbatical or tenure. VCIs sign a contract (Form 19L) that includes an ending date. CLs sign a contract at the beginning of their employment and usually are not required to sign another unless their contract includes an ending date.

For further information see the Human Resources document: [Purdue's Terms and Conditions of Employment for Lecturers](#).

Graduate instructors

In their first year of teaching at Purdue, the teaching assistantship is typically a two-semester appointment. To be eligible for reappointment, the teaching assistant must do well as a teacher and as a student and must make reasonable progress towards a degree. Any instructor who does not pass either semester of English 50500, Teaching First-Year Composition, will not be allowed to teach for ICaP.

Enrollment fluctuations and budget constraints, however, may influence reappointment. The rules of TA eligibility limit employment of MA candidates to four semesters of MA candidates with thesis option to 5 semesters of MFA candidates with thesis option to 6 semesters, and of Ph.D. candidates to a total of 10 semesters of university support in English and/or any program with which English is connected, including fellowship support. Letters of reappointment are usually sent in late spring.

Approval of a TA's assignment or renewal of assignment to teach in a particular instructional program of the department is given by that program's director. If a teaching assistant's performance calls into question their receiving approval for renewal of assignment to teach in a particular program, the program's director will inform the teaching assistant in person and in writing. The teaching assistant may then be given time to improve and be re-evaluated before definite teaching assignments for the following semester are made.

Decisions about contracts for reappointment as a TA in the department rest with the department head. In rare cases of inadequate performance (failure to meet classes, abuse or harassment of students, refusal to teach according to the course guidelines, etc.), a teaching assistant's contract may be severed immediately.

Formal mentoring in teaching English 10600 does not continue past the first two semesters, but instructors who continue to teach English 10600 should consider the Director of ICaP, the associate and assistant directors, and mentors as informal mentors, available to consult as needs arise.

Contractual Obligations: Convocation

As an instructional staff member, you are contracted and paid to be on campus the week preceding the beginning of the Fall and Spring semesters through final exam week. Every semester the Friday before classes are scheduled to begin, ICaP hosts a Convocation with professional development workshops that all ICaP instructional staff members are required to attend. We use the Convocation time to provide you with important information and policies that affect you and the classes you teach. Any instructor who does not attend these mandatory meetings will be considered absent for the entire first week of contracted time.

If you have extenuating circumstances and you know ahead of time that you will be unable to attend, speak with the director of ICaP well in advance of the Convocation. If you have an emergency that prevents you from attending the Friday meetings, contact the director as soon as you can.

If you must miss Convocation because of MLA or another professional conference, please speak with the director or an assistant director once you have confirmed your conference attendance. Missing Convocation without alerting the Director may result in the following:

- A notation will be placed in your ICaP employment file that indicates you did not attend the mandatory Convocation.
- You may be considered at Step 1 under the Policy on Chronic or Cumulative Complaints about Teaching/Classroom Decorum.

Remember: if something is keeping you from attending Convocation, contact Professor Bradley Dilger, Director of ICaP, immediately.

Contractual Obligations: Class Meeting Times

You are contracted and paid to teach at the time and place as reserved on your (and your students') schedule. It is rare, but in the case of a student's family emergency, the Dean of Students expects to find that student in the classroom listed on their schedule. (The exception to this is when you have virtual conferences. Students' schedules may still indicate a physical space for these conferences.)

A small number of classes may be modified for pedagogically viable purposes, such as independent work in the Purdue libraries, independent meetings with service-learning partners or for the occasional "field trip" to the library or to an event or installment on campus. Simply put a sign on your classroom door that explains where your class is meeting for the day (please include your name and the date/time your class meets). That way, even students who forget you are meeting elsewhere will be able to find where the class has relocated. However, it is not acceptable to cancel multiple classes or shift responsibility for teaching to others. As the instructor of record, you need to perform or supervise instruction. ICaP staff are glad to help you arrange for substitutes if you need to travel for academic or other purposes; just let us know, ideally well in advance.

Any modifications in class meeting times or locations should be reported to the ICaP Program Administrative Assistant.

Contractual Obligations: Common Assignment

ICaP instructors may choose from a variety of assignments for their first three major projects. However, their final assignment must be a portfolio. ICaP mandates this common assignment for all courses to facilitate internal assessment efforts. To learn about the common assignment, visit the [ICaP common assignment page](#) where you will find links to guides designed to make the work of assembling portfolios simpler for both students and instructors.

Note that ENGL 106DIST sections also participate in the mandatory common assignment. Consult the [ENGL 106 Online Instructor Guide](#) for more information.

Administrative Information

Cancelling Classes

Only cancel a class in case of emergency or sudden illness. You are primarily responsible for finding a substitute for your class, but in case of an extended illness or other event that keeps you from your teaching duties, please contact the ICaP office for help.

Neither the ICaP Administrative Assistant nor the English Department office staff can cancel classes for you, but please notify us if you will not be meeting with your class, even if it's only for a day. Always call or email Joy Kane (765-494-3730, jakane@purdue.edu) to let her know you will not be meeting with your class. In case she is unable to answer the phone, she has voicemail that she checks regularly. She will be able to pass along class cancellation information to any of your students who may inquire.

During the first week of the semester, tell your students that you will post any emergency announcements on Brightspace and/or email and that they should check there if you are not in the classroom when class is to begin. This helps students know what to do in case you have an emergency and are unable to ask a colleague to substitute your class for you.

Absences and Leave (Lecturers)

If you suspect you will miss a week or more of classes, notify the ICaP Director immediately and we will investigate our options to help you cover your class. Failure to notify the Department of your absence from class may result in non-reappointment. Repeatedly failing to show up to teach your class is considered an egregious infraction of ICaP policies.

For shorter absences, Lecturers often trade “substitute teacher” times as favors or (unofficially) set up a bartering agreement. You may make these arrangements on your own. Be sure you offer your substitute a lesson plan for the classes you'll ask them to cover. It's a good idea at the beginning of the semester to arrange a “substitute buddy” for those unexpected absences.

In situations beyond your control you may need to take a longer absence. Because Purdue University considers Limited-term Lecturers to be temporary employees of the university, they “are not eligible for University benefits nor are they eligible for University leaves of absence, except as may be required by law” (Terms and Conditions of Employment of Lecturers [VI.F.4]). On Purdue's Human Resources site, you may find more information about [FMLA and Parental Leave](#).

Absences and Leave (Graduate Students)

We hope this doesn't happen, but in situations beyond your control you may need to take a longer absence. Purdue allows graduate teaching instructors the following extended absences from work:

Bereavement Policy (Grief Absence Policy)

Students (graduate and undergraduate) at Purdue are provided bereavement time as explained on the Office of the Dean of Students [Class Absences page](#). Check the Graduate Staff Employment Manual and talk to our Business Office representative in the English Department Business Office for more information. Let a director of ICaP know immediately so we can help arrange a substitute for your course.

Personal Illness

If you suspect you will miss a week or more of classes or if you must miss several classes for personal or professional reasons, notify your program director or mentor and arrange to have someone meet your classes for you. Also notify the main office and our representative in the English Department Business Office

Graduate Teaching Assistants are allowed two weeks (10 working days) of paid sick leave within a 12-month period for personal illness. For a definition of “illness” see the Graduate Staff Employment Manual.

All leaves must be processed thru SuccessFactors (One Purdue Portal/Employee Self Service) to complete the appropriate request for time off. Note that time off or away from campus for more than 22 days may have to go thru SuccessFactors or have a Change of Duty request done. For those, GTAs should contact the Business Office for guidance on how to proceed.

Failure to notify the Department of your absence from teaching your ICaP class may result in non-reappointment.

Illness in the Family

According to the Graduate Staff Employee Manual, “All Benefits-Eligible Graduate Student Staff are eligible for three working days of paid leave per fiscal year for illness of Immediate Family.”

Contact the Director of Graduate Studies and the Graduate Administrative Assistant to learn up-to-date procedures for handling family illness.

Parental Leave (FMLA)

Graduate students who have worked at Purdue for at least one year of continuous employment are eligible for up to 240 hours of paid parental leave to be used within twelve months following the birth or adoption of a child. If both parents are employed by Purdue, each parent may receive up to 240 hours of paid parental leave. As soon as you know that you will be taking parental leave, contact the Director of Composition and our representative in the Business Office. For more information about Parental Leave (and FMLA), refer to the Graduate Staff Employment Manual and call Human Resources-Employee Benefits at 765-494-2222.

Salary Policy for Graduate Teaching Assistants Needing Leave

The following policies apply to TAs who take a temporary leave from their assistantships or graduate programs:

Before or at the beginning of the semester prior to the leave, TAs planning to take a temporary leave should notify the Director of Composition in writing of their intention and the length of time they expect to be on leave. A copy of that letter should also be sent to the Director of Graduate Studies and to the Schedule Deputy.

Temporary leaves are generally limited to a maximum of two consecutive semesters. Leaving the program, then re-applying for admission does not constitute a temporary leave.

TAs may avail themselves of this policy only once.

In the semester prior to returning from leave, TAs should notify, in writing, the Graduate Office and Schedule Deputy of their intention to return as a graduate student and TA.

Salary Policy for Teacher Substitutes

When you need to take leave from your assigned class, it is vital that a qualified substitute from the pool of existing ICaP instructors (or from current paid instructors who have taught for ICaP) can be arranged to cover for you. Notify the Director, Associate Director, and ICaP Administrative Assistant as soon as you learn you will need to take leave in the future. These personnel will tell you what you need to do to ensure your courses are covered.

The substitute rates are as follows:

- English 10600: \$224.00/ week (based on 14 hours at \$16.00/hour)
- English 10800: \$160.00/ week (based on 10 hours at \$16.00/hour)

The substitute rates are based on the amount of contact hours required for each course. These rates are subject to change to meet the College of Liberal Arts guidelines.

Paychecks

In order to be paid by the department, you must be officially registered for classes. The English Graduate Office receives notification of official registration for teaching assistants who are registered as English Department students. The Schedule Deputy will notify the Business Office about any English Department student/TA who is not registered.

Because of the Immigration Reform and Control Act of 1986, the Employment Center must verify that TAs, citizens and non-citizens, are authorized to work in the United States. You are required to complete a Form I-9. You will need to bring the original of each appropriate document (for example, a passport or driver's license and social security card) to the Employment Center on or prior to the first day of employment. Failure to provide documentation prior to or on the first day of employment will result in termination of pay. Payment will only be made for those days a Form I-9 is on file.

TAs will receive 20 paycheck deposits during the 2022–2023 academic year. The academic year pay dates for new TAs are as follows:

Table 5: Academic Year Pay Dates for Graduate Instructors

Fall 2022	Spring 2023
Wednesday, September 7	Wednesday, January 25
Wednesday, September 21	Wednesday, February 8
Wednesday, October 5	Wednesday, February 22
Wednesday, October 19	Wednesday, March 8
Wednesday, November 2	Wednesday, March 22
Wednesday, November 16	Wednesday, April 5
Wednesday, November 30	Wednesday, April 19

Wednesday, December 14	Wednesday, May 3
Wednesday, December 28	Wednesday, May 17
Wednesday, January 11 (Half pay)	Wednesday, May 31 (Half pay)

Remember that the usual pay is for half-time. If you work as a TA in another department, as a counselor, or as an hourly worker on any Purdue campus, you must notify our representative in the Business Office and the Schedule Deputy.

Registration for Your Graduate Courses

All graduate student teaching assistants and research grant recipients must be registered for classes at Purdue in order to receive their bi-weekly checks and to schedule classes to teach. Registration for the fall semester and the summer session begins in March; registration for the spring semester begins in October. Students will register for courses using the myPurdue portal. To register for research hours (ENGL 69800 or 69900), contact Joy Kane in HEAV 302 or via jakane@purdue.edu.

You must be enrolled in at least six course hours per semester (three course hours in the summer) to be eligible for your stipend. The English Department Graduate Manual states that students should register for 15 hours per academic year (the summer session may be included). The Bursar's Office will send you a bill for the fees from which you are not exempted. Remember to pay your bill at least a week before classes begin because the Registrar's Office cancels unpaid registration fees.

Scheduling Your Teaching Assignments

About mid-way through each semester, you will receive an email from the Schedule Deputy, containing a link to an online survey concerning your teaching assignment and times. Watch your Purdue email for this and other important messages from the Schedule Deputy. Graduate instructors should see Calculating Teaching Loads in the Appendices for information on how teaching loads and other departmental positions are calculated.

Mentoring and Teaching in Other Programs

Teaching assistants must teach English 10600 before requesting other ICaP teaching assignments. After your first year, you may request to teach composition courses other than English 10600, including English 10800 (Accelerated Composition: Engaging in Public Discourse), Learning Community sections of 10600, or online sections of 10600. You may apply to teach in other programs such as professional writing, creative writing, introductory literature, linguistics, or to work in non-classroom assignments. Each of these programs has a mentoring or training program that prepares you for the specific demands of the course or assignment. The directors of these programs will tell the Schedule Deputy who is eligible to be in the program for the following term.

Special Teaching Assignments

Occasionally, the department is asked to recommend applicants for special teaching assignments in Continuing Education, for the Super Saturday program, or for special courses or workshops in other colleges at Purdue. Such assignments involve teaching courses that may be modified for the specific audiences of these programs and for a salary determined by the program.

If you would like to be considered for such courses as they become available, notify the Director and Associate Director of Composition.

Updating Your Contact Information

It is important to maintain a valid permanent address with the business office. Whenever you move, especially after the completion of your degree, please notify the business office by completing a Form HR 13S. These forms can be obtained through the English Department business office and on the [Human Resources website](#). Graduate students also need to keep their current address information updated in the English Department main office (HEAV 324), with Jill Quirk in the graduate office, and on myPurdue.

Department Resources and Concerns

Duplication of Classroom Materials and Use of Student Writing

The copy center for the English Department is operated by Ms. Sheila Featherston, receptionist in the Department of English. To save on paper, most copying will be done front to back unless otherwise specified. The copier is capable of collating, stapling, three-hole punching, reducing, and enlarging. You may also ask Sheila to create .pdf files of copies which she can then email to you.

No personal copying (including personal course work) can be requested. Sheila's workbox and work slips are in her office and in HEAV 324. Please give the work to Sheila at least 24 hours ahead of the due date. It will be helpful to her if, during the first several weeks of the semester, you give her 48 hours' notice.

Mailboxes and Email Communication

Each teaching assistant will share a mailbox in the department's main office with two other teaching assistants. You will be issued the combination in order to be able to open the mailbox from outside the main office. Any mail that arrives for you in care of the department as well as departmental forms and notices will be placed in your box.

Many important communications from the university, the department, and from students will come to you via your Purdue email account. Plan to check your Purdue email every class day. The e-mail message may be the only form in which you receive critically important information. Because you are responsible for the information that comes to your Purdue email account, you are also responsible for making sure your account is working. If you are having problems with your email account, notify ITaP immediately. [The ITaP Customer Service Centers](#) are located in WALC and HIKS.

Office Assignments and Office Keys

During orientation week you will be assigned office space by Lisa Hartman (Head's Administrative Assistant). She will provide you with both building and office keys.

All continuing instructors may request a change in their office assignment. Lisa Hartman maintains an office waiting list and will reassign you to a different desk if space opens. Do not simply exchange offices and keys with another instructor; in order to account for the keys and the available space in Heavilon Hall, Lisa must know who is occupying which desks. Whenever you do change offices, update your directory information on myPurdue, and with the main English Department office.

If you are not returning at the end of the semester, please return your office and building keys to Lisa Hartman before you leave campus. You are responsible for removing all of your possessions from your office when you leave. Make sure you leave a forwarding address with the staff in the English Department main office (HEAV 324), the business office, and on myPurdue.

Graduate Computer Rooms (Gradlabs)

Computer labs that are dedicated for English Department instructor use only (both graduate students and lecturers) are located in HEAV 203 and HEAV G42. Currently, the labs have scanners and printers available for you to use, but you will need to supply your own paper. You will be given a packet of printer paper at the start of each fall semester, as well as a couple of writing tablets, pens, and a whiteboard marker. See Sheila Featherston, the receptionist in the English Department main office, for your packet. Other office supplies may be available from the main office as you need them (rubber bands, paper clips). Talk to Sheila!

Other Important Resources

English Department Administration

English Department Office	765-494-3740	HEAV 324
Dorsey Armstrong, Department Head	darmstrong@purdue.edu	HEAV 324
Elaine Francis, Associate Department Head	ejfranci@purdue.edu	HEAV 324A
Lisa Harman, Department Head's Administrative Assistant	itsus@purdue.edu	HEAV 324C
Aparajita Sagar, Director of Graduate Studies	asagar@purdue.edu	HEAV 308A
Jill Quirk, Graduate Studies Administrative Assistant	griff@purdue.edu	HEAV 304
TBD, Schedule Deputy		HEAV 314B
Sheila Featherston, Receptionist and Copy Center Operator	sfeather@purdue.edu	HEAV 323 and 324
Julie Henderson, Web, Credentials, and Travel Coordinator	jhenders@purdue.edu	HEAV 324B
Nancy Hughes, Business Office Account Clerk	nhughes@purdue.edu	

Other Useful University Resources

Disability Resource Center (DRC)

The [Disability Resource Center](#) (DRC) staff works with faculty to help remove or reduce the barriers students sometimes face in their learning environments. They will help you arrange for appropriate and reasonable academic adjustments for students they work with.

If you have a student with a disability who is working with the DRC, you will have a Letter of Accommodation (LOA) on your myPurdue page under the faculty tab, which may arrive at any time during the semester. This notice will include the name and telephone number of the person to contact if you have any questions.

Supplemental Technology Equipment

Students and faculty can also [borrow different technology items](#) from the Libraries and School of Information on the second floor of WALC. Items for loan include GoPro action cameras, tripods, microphones, Nikon Coolpix cameras, portable studio light boxes, a portable 3D scanner, and more.

You may also check out equipment from the ICaP Office: iPads, Chromebooks, video cameras, microphones, small tripods (for iPhones), projectors, and an eye-tracker are available for instructors. See Joy Kane to sign out and use these items for your classroom.

Discounts: Software, Hardware, and Bookstores

Yet another reason to become familiar with the Information Technology at Purdue (ITaP) website: [software and hardware discounts for students](#). Note also that some of the local bookstores offer a 10% discount on textbooks to teaching assistants with proof of employment. Finally, know that your Purdue ID card can result in discounts at a variety of other locations on and off campus (like phone service).

Counseling and Psychological Services (CAPS)

[Counseling and Psychological Services](#) is available for counseling and referral services to all undergraduate and graduate students at Purdue. The CAPS Mission Statement: “Our mission is to help Purdue University students maximize the value of their life experiences. As we develop collaborative relationships in a safe and respectful environment, the unique value and dignity of each individual and group is held paramount. We accomplish our mission through a variety of professional services, including individual, group, and couples psychotherapy; psychological testing; psychopharmacology; crisis intervention; drug and alcohol programs; outreach and consultation; and the training of helping professionals.”

Appendices

- A. ICaP Plagiarism Reporting Guidelines
- B. Procedure For ICaP Grade Reviews
- C. Sample Permission Form to Use Student Writing
- D. Campus Emergency Preparedness
- E. Intellectual Property Use in ICaP
- F. Guidelines for Media Use in ICaP

Appendix A: ICaP Plagiarism Reporting Guidelines

Instructors are encouraged to speak with the Assistant Director of Composition/Student Concerns for help with cases of suspected plagiarism. To report an incident of plagiarism or academic dishonest, see the Report Concerns on the [Office of Student Rights and Responsibilities](#) website.

	Plagiarism Examples	1- Nine Weeks of Semester Course of Action Recommendations	Weeks Ten and Beyond Course of Action Recommendations
Level 1 Handled "in house"	Error Carelessness Misunderstanding of plagiarism Correctable in revision Teachable moments	Instructors should provide instruction on what is and is not plagiarism within the first nine weeks of the semester. <i>Recommendation:</i> no need to file a report with the Office of the Dean of Students (DOS). Hold an individual conference with student to clarify plagiarism and the consequences of a repeat offense. Student may revise assignment (perhaps for a reduced score).	Moves to Level 2 By this time, students should have instruction on proper citation and documentation practices. <i>Recommendation:</i> send a report to the Office of the Dean of Students (DOS). Instructors have the option to ask the DOS to simply put a note in student's file.
Level 2 Reportable to DOS	Small sections of "patch writing" Paraphrase without attribution Repeat offenses of Level 1 Instructor firmly believes that student knows what he/she is doing is wrong	Still teachable moments, but reportable <i>Recommendation:</i> send a report to the DOS. Instructor may fail the student's paper.	Moves to Level 3 <i>Recommendation:</i> depending on instructor's syllabus, the student may fail the paper or the class.
Level 3 Report to DOS	Egregious acts of plagiarism Obvious academic dishonesty Paper purchased or "borrowed" Paper Mill essay Major parts lifted without documentation Translated foreign article Large amounts "patch written" Faking citations, sources, or quotes Taking or stealing a paper from a friend, organization, or from a local database of essays	<i>Recommendation:</i> Instructor may fail student's paper. Student may fail the class depending on policies the instructor set in place on the syllabus that was handed out the 1- week.	<i>Recommendation:</i> fail student in the class. No longer a "teachable moment" in the current semester.

Appendix B: Procedure for ICaP Grade Reviews

For students in English 10600, 10800, or 30400

If you wish to challenge a final course grade, you must first discuss the situation with your instructor. This sheet explains the steps you need to take before you may formally appeal your grade with the College of Liberal Arts (CLA).

Keep in mind that the Grade Review process is different from the formal Grade Appeal process, which is handled through the CLA. You may initiate an official Grade Appeal through CLA once you have talked to your instructor about your grade, but you must first have your grade reviewed by ICaP.

Step One: Contact your instructor.

Visit or email your instructor to arrange a time to discuss your grade. In some cases, a scoring error may have happened, which can be easily fixed. Or, your instructor can explain how they arrived at the grade you received.

Step Two: Follow the instruction on the ICaP Grade Review form to submit your grade review packet through [Filelocker](#).

ICaP Grade Review forms are downloadable on the ICaP website (see the Grades and Feedback section on the Student Guide to ICaP). The grade review package you submit should include all of your graded work for the class, including teacher comments. We will not accept items that do not show comments from the teacher. Also, write a 1-2 page cover letter that explains why you believe the grade you received does not reflect your work in the class. See the checklist on the grade review form for more information.

Step Three: Wait a week.

We will respond to your grade review in written form within one week.

If we determine a higher grade is warranted, we will make the change automatically through the Office of the Registrar. You should see the new grade reflected soon after in your records.

Grade review requests must be submitted before or during the third week after the start of the following regular semester. We will not accept requests that arrive after Friday at 3:00pm of the third week of the following semester in which you received your grade.

Appendix C: Sample Permission Form to Use Student Writing

Dear Student:

Because it is helpful to be able to use student writing as examples in teaching and research, I am asking you for permission to reproduce the writing you do this semester. If you grant me this permission, I might use your writing in several ways:

I might include it in a showcase of student work on our class website or nominate it for inclusion in the Writing Showcase.

I might use it as an example in class, either this semester or in future classes. I might quote a passage of your writing in a conference paper.

You are under no obligation to allow me to use your work, and your decision will, of course, have no influence on your grade in this class. If you are willing to allow me to reproduce your writing, please fill out the appropriate items on the bottom of this sheet and return it to me. If you decide to grant me permission to use your work, you may withdraw that permission for any specific writing you submit at any time.

Thank you for your consideration and help,

Signature

_____, ICaP Instructor

To: (instructor's name)

You have my permission to use my writing from this course as examples explained above. Please check one of the following:

- You may use my first and last name to identify my work.
- You may use my first name only.
- You may use my work, but not my name. (If you check this option, I will either use your work without any name or I will make up a name.)

In addition, please check below if you wish identifiable features to be changed:

- You may use my work, but please change any identifiable details, such as last names of people.

Signature:

Printed name:

Date:

Course, Division, and CRN:

Appendix D: Campus Emergency Preparedness

Purdue University's Emergency Preparedness and Planning website includes an [Emergency Procedures Guide](#) for weather, emergency, safety, and security resources.

For your first day of class, you may present, email, or otherwise use the following script for your students:

As we begin this semester, I want to take a few minutes and discuss emergency preparedness. Purdue University is a very safe campus and there is a low probability that a serious incident will occur here at Purdue. However, just as we receive a “safety briefing” each time we get on an aircraft, we want to emphasize our emergency procedures for evacuation and shelter in place incidents. Our preparedness will be critical IF an unexpected event occurs!

Emergency preparedness is your personal responsibility. Purdue University is actively preparing for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus. Let's review the following procedures:

For any emergency call 911.

There are nearly 300 Emergency Telephone Systems throughout campus that connect directly to the Purdue Police Department (PUPD). If you feel threatened or need help, push the button and you will be connected to the PUPD.

If we hear a fire alarm, we will immediately evacuate the building and proceed to **(location)**.

Do not use the elevator.

If we are notified of a Shelter in Place requirement for a tornado warning, we will shelter in the lowest level of this building away from windows and doors. Our preferred location is **(location)**.

If we are notified of a Shelter in Place requirement for hazardous materials release, we will shelter in our classroom shutting any open doors and windows.

If we are notified of a Shelter in Place requirement for a civil disturbance such as a shooting, we will shelter in a room that is securable preferably without windows. Our preferred location is **(location)**.

(NOTE: Each building will have different evacuation & shelter locations.)

Emergency Notification Procedures

Emergency Notification Procedures are based on a simple concept—if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- Indoor Fire Alarms mean to stop class and immediately evacuate the building.
- All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
- “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

Appendix E: Intellectual Property Use in ICAP

In Spring 2004, The Introductory Writing Committee (IWC) approved the following statement regarding the ownership of instructors' teaching materials. It was developed by Professors Blackmon and Lowe.

Definition of Copyright

Under Title 17 of the US Code, copyright grants authors of original works certain rights to protect their intellectual property. More specifically, copyright owners are given exclusive rights to reproduce, make derivatives of, distribute, perform, display, and transmit their work.

Copyright does not have to be claimed, registered, or noticed; it takes effect upon creation. As soon as a text is saved in a word processor, a canvas painted, or a song recorded, the work is immediately copyrighted.

Copyright and Fair Use

Fair use is one of the few exceptions to copyright law. It allows someone who has properly acquired a copyrighted text limited rights to use normally subscribed only to the copyright holder.

Fair Use in the Face-to-Face Classroom

Performing or displaying a work within the classroom is typically not a problem. However, educators do not have a carte blanche right to copy works. Because the conditions under which copying is deemed fair use can vary, teachers should review [Purdue University's copyright materials](#) for instructors, including the sections for various types of media.

Placing Copyrighted Works on Websites

Putting a copyrighted work on a public website (including a course site that is not an LMS) could make it potentially available to anyone on the Internet. Thus, instructors should consider how pertinent a particular copyrighted work is to teaching and/or scholarship when making decisions about fair use. Even if the copyrighted work is password protected or in a private folder, digital files are inherently more shareable than, for instance, physical handouts. Note that the Teach Act provides some exception for distance education courses in which online course work is a substitute for physical class meetings.

Noticing Copyright and Providing Licenses on Course Websites

Traditional Copyright Notices. While a copyright notice is unnecessary for many materials, a teacher could include a standard copyright statement in the footer of each page, such as "All content © <name of teacher> <year>. All Rights Reserved." Copyright notice should only be posted if the material was created solely by the teacher. Materials borrowed from elsewhere (even if they are revised) should not be copyrighted under the name of the borrower. If you would like to share your work and allow others to learn from and develop it, Creative Commons licensing might be more appropriate.

Using Creative Commons Licenses. The problem with the standard copyright statement is that it lays down visible claims to ownership. Many teachers may want to grant others additional rights to use their work such as the freedom to copy a text or modify an existing course syllabus for their own use. Creative Commons licensing offers us the opportunity to give others specific rights to copy and use our web-based resources, while also requiring that any copies attribute the text to the original author. Instead of "All Rights Reserved," Creative Commons licensing makes clear the message "Some Rights Reserved."

The [Creative Commons website](#) provides help on choosing an appropriate license and instructions on how to notice the license on your website.

Reproducing Student Writing

As noted above, if you wish to duplicate or otherwise use student writing in your teaching, you should receive written permission from your students to do so. ICaP has a standard permission form for your use. (See Appendix, Sample Permission Form.)

Additional Resources

The [US Copyright Office's "Copyright Basics"](#) provides a more extensive definition of copyright

The [Purdue University Copyright Office](#) provides campus policies on using copyrighted materials in the classroom

Appendix F: Guidelines for Media Use in ICaP

Since English 10600/10800 is a required course and students may not have the option to switch sections or drop the course altogether, ICaP acknowledges students' right to raise objections to the viewing or using of particular media. ICaP asks instructors to follow these guidelines and to contact ICaP administration for further clarification.

Definition of Media. In the broadest sense, media encompasses a large array of diverse and culturally significant forms of communication including but not limited to: novels, collections of short stories or poems, paintings, advertisements and commercials, television, films, radio, animations, comic, and graphic novels, as well as video and board games. Due to the ever-expanding nature of media, this is far from an exhaustive list. However, ICaP defines media specifics by their use as cultural artifacts integrated into the classroom for the purpose of critical analysis and productive discussion.

Why Use Media? Media gives instructors opportunities to combine the visual and verbal for better learning and retention. In addition, students have the chance for more interactive learning and interactive student-created content. Videos, performances, movie posters, graphic novels, and other forms of media are familiar for most students. Instructors still must be aware that some forms of media may be familiar to an American audience only. But using a diverse array of media can maintain student interest and helps them make connections to complex ideas.

Categories of Consideration

- **Pedagogically Purposeful.** The use of media within ENGL 10600/10800, first and foremost, should be pedagogically purposeful. In other words, the use of media should be directed toward some pedagogical goal that reflects ICaP's outcomes.
- **Practical Considerations.** Instructors must be aware of copyright issues and check that the equipment and technology required to use certain media is in reliably working order. Instructors should have a back-up plan in case of technology malfunction.
- **Offensive Content.** It is important to remember that certain media choices will be offensive to some audiences. Take care in considering your students as an audience and provide them with adequate warning and alternatives when showing potentially offensive content.
- **Economic Considerations.** While media artifacts may contribute to student engagement with the course material, instructors should keep in mind the various economic constraints imposed on students when requiring a class to purchase media beyond the standard course textbook.
- **Political, Cultural, and/or Religious Considerations.** Various political, cultural, and/or religious orientations may prohibit or deter a student from engaging with certain media choices. For example, some churches prohibit their congregants to view R-rated movies. Consider the ethical, moral, political, and religious implications of assigning this media as well as prepare alternatives for students who object to viewing or engaging with that material.

Syllabus Requirements If students are required to purchase a specific media or to attend a live performance, this requirement must be clearly stated on the course syllabus. In addition, instructors must consider how they will accommodate students who have a valid excuse for not attending a performance.

In-Class Use and Screenings Instructors should pay close attention to the time spent on media use. Depending on the media, instructors must decide whether students will engage with the media during class or outside of class. Instructors still must balance their class content and writing instruction time productively.

Media Use Considerations Table 3 offers considerations for using different media in the classroom.

Table 3: Media Use Considerations

Media	Considerations
Live performances: Convocation, play, concert, dance lectures or performances, readings	Cost/economic concerns. Convocations can subsidize price of some performances. Time for activity must be designated. Event must be on syllabus. Must have alternative arrangement for students who cannot attend the event.
Literature: novels, poems short stories, graphic novels comics, non-fiction genres	Amount of material assigned. Teach various genres of reading and writing Make sure the class remains a writing class, not a literature class. All texts must be listed on the syllabus.
Visual: film/video, movies, cartoons, television, music video, commercials	Full-length movies: screen individually? Screen outside of class? Show clips only in class? Clips: May use YouTube, Netflix, Hulu. Be aware of subject matter, explicit content and lyrics. Make sure the class remains a writing class, not a film class. Screening an entire film during class is probably too much Religious considerations: no R-rated films.
Visual: print paintings, murals, posters, advertisements, installations & galleries, architecture, building design	Short field trips to campus installations, galleries, and murals.
Interactive & Social Media: electronic/video board games Facebook, Twitter, Discord, etc. YouTube	Cost/economic concerns Amount of time spend inside versus outside of class. Privacy issues (when posting material to YouTube). Violence, nudity, offensive content? Video games are not rated the same as movies.
Audio: radio, podcasts, music	Explicit lyrics in music
Print: other news outlets, online newspapers/magazines, current events, archival material	Archival material: Instructors must read the Purdue Archives website before requiring students to use the archives

Note that 106DIST sections require instructors to produce a certain amount of multimedia content in the form of instructional videos and/or narrated PowerPoint presentations. Consult the ENGL 106 Online Instructor Guide and Hybrid ENGL 106/108 Instructor Guide for more information, including video production tips.