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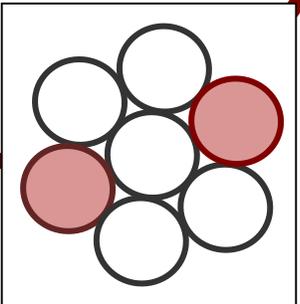


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INTRODUCTION

This manual contains information about university and departmental policies and procedures that will make your employment as an ICaP instructor easier. The manual includes explanations of procedures you will need to follow regularly as well as policies and information you should provide to your students so they know what you expect of them. 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 teaching and learning time at Purdue, but also note that a digital version is updated annually and available as a .pdf file on the ICaP website.

We have tried to cover topics we think will help you, but if we have missed anything or if you have questions about the material included, please ask one of the Assistant Directors of Composition, Linda Haynes or Alisha Karabinus; your mentor; or our scheduling deputy, Janeen Redman.

MENTORING

For English 10600 Graduate Instructors: English 50500—Teaching First-Year Composition

Typically, new teaching assistants are assigned either to the Writing Lab or to teach English 10600 during their first year at Purdue. Each teaching assistant will be assigned to a mentor group led by an experienced teacher familiar with current theoretical and pedagogical trends in composition. For graduate instructors teaching English 10600 your first semester, your mentor group will meet daily during orientation week and will continue to meet 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 attain those outcomes, teaching and classroom management techniques, the evaluation and grading of 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 to 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.

Technology mentors will discuss the integration of technology into the teaching of writing, theories of Computers and Composition and the goals of teaching with technology. They will teach instructors how to use, teach with, and teach students the various software applications. Technology mentors may also observe instructors teaching in the computer classroom and are available to help all instructors in matters of technology and pedagogy.

Summary of English 10600 Mentoring Guidelines

Each mentor group will meet at least twice per week for 75 minutes or the equivalent. One meeting a week will usually be spent in a regular classroom, and the other meeting will be spent in a computer classroom with a technology mentor.

Attendance is required. Teaching assistants are expected to attend all of these meetings and to complete any assignments 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, and exercises; discussions of classroom management and student problems; and discussions of books or articles assigned by the mentor.

Mentors will hold regular office hours and will be available for individual consultation. Mentors or their assistants will observe teaching assistants 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 his or her performance.

Technology mentors will teach both the hands-on and the theoretical aspects of teaching writing with technology.

Mentoring for Lecturers (Also see Appendix K: Items Specific to Lecturers)

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 the fall orientation week for new teaching assistants (the week before classes start in August) and may be assigned to a mentor group. Mentor groups meet every Tuesday and Thursday from 9:00am-10:15am as English 505, "Teaching First-Year Composition." Graduate students must take this class their first and second semesters of teaching in ICaP; new lecturers are asked to audit only their first fall semester.

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 states

Members of the staff who, as part of the regular duties for which they are paid, are required to attend course(s) in their own department without credit shall be exempt from the above provisions requiring a special permit for registration and approval of the dean of the Graduate School acting for the president. An auditor in a course shall be entitled to hear lectures, recitations, and oral quizzes. He/She shall not participate in classroom exercises except as invited by the instructor. He/She shall neither submit papers, when tests or examinations are given, nor take part in laboratory work. An auditor shall receive no credit for the course.

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. Therefore, lecturers are asked to participate in the course the same as the enrolled students. Activities in the English 505 mentor groups include responding to and evaluating student writing; discussions of conducting small group activities, class discussions, and conferences; the development of policy statements, syllabi, assignments, and exercises; discussions of classroom management and student problems; and discussions of books or articles assigned by the mentor.

SYLLABUS APPROACHES, TEXTBOOKS, AND COURSEPACKS

Syllabus Approaches

During your first year of teaching in the ICaP Program, your mentor will select the syllabus approach and textbook(s) for your entire mentor group. After you have been mentored to teach English 10600, you will have considerably more responsibility and freedom for structuring your course. You are, however, required to teach within an approved syllabus approach, and as you adapt the approach to match your teaching philosophy, your syllabus should be identifiable as representative of your selected syllabus approach. **Be sure you include on your syllabus the name of your syllabus approach.**

Descriptions of the approved syllabus approaches are available online at icap.rhetorike.org/syllabusapproachresources.

No matter what syllabus approach you use, your ENGL 10600 course must follow outcomes of the ICaP Program, and you are required to use a textbook that is approved for your approach. (See icap.rhetorike.org/outcomes.)

Textbooks

You are required to teach your ENGL 106 class using a rhetoric from ICaP's approved list. Rhetorics are selected by syllabus approach groups, which meet at least once a year. ICaP also maintains a list of rhetorics that may be used for any syllabus approach. The Director approves any rhetorics before they may be adopted. See the approved textbooks listed online with each syllabus approach, or check the bookshelves in the ICaP office in HEAV 302.

- 1. List of Approved Textbooks (Rhetorics).** Online information about each of the approved syllabus approaches includes approved texts suited to the approach. You must choose your textbook from these options (or from the list of rhetorics that are

appropriate for *any* syllabus approach). You may select any supplementary reader or handbook you'd like. If for any reason 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. **Textbook Reporting Policies.** The Higher Education Opportunity Act that became effective on July 1, 2010 requires in part that institutions make available textbook information 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 which 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. (See "Guidelines for Media Use in ICaP" for more information.)
3. **Ordering Textbooks.** After your first semester of teaching, you will place your own textbook orders and requests for desk copies on the online ICaP form. Make sure you respond to Joy Kane's textbook request every semester. She will include in her email a link to a textbook request form.
4. **Desk Copies.** If you are a first-year TA, your mentor will provide you 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 text you'd like to adopt for beyond your first year of teaching at Purdue, you can either order your own copy from one of our textbook representatives or you can indicate on your online book order that you need a desk copy.

Course Packs

If you choose to use a course pack to be duplicated and sold to students, you must submit it to the Director of Composition for approval the semester **before** it goes into use. Submit a full copy of your course pack (not just a list of the articles you'll use) to the Director *at the beginning* of the semester prior to its adoption. Therefore, in order to have a course pack approved for the fall semester, you must submit it to the Director in January. In order to have a course pack approved for the spring semester, you must submit it to the Director in September.

You should also be aware that you are responsible for abiding by copyright laws when you compile material for use in your classes. (See "Intellectual Property Use in ICaP".) Use the printing services at BoilerCopyMaker, located in the Purdue Memorial Union for your course pack or CopyMat in the Chauncey Hill Mall.

SYLLABI AND POLICY STATEMENTS

Your Syllabus and Course Policy Statement

Provide your students with 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 email their syllabus (with policy statements and calendar in a single document if possible) to Dr. Bradley Dilger, the Director of Composition.

Your syllabus must include the following information. Much of this information is required per the Student Bill of Rights, and some is required per ICaP. You will receive a template to help you assemble all the syllabus parts. Use the template if you'd like or design your own, but please use the following checklist to make sure you have included all of the syllabus requirements:

- The course number** including the section number, CRN and the **name of your syllabus approach**.
- Your course meeting times and room numbers.** The conferencing and computer lab components of ENGL 10600 may seem confusing to students at first. To help them understand when and where they need to be for class, include your class meeting pattern. For an example, see Appendix A: "Class Meeting Patterns for ENGL 10600".
- Your name, office number, and contact information.** You are under no obligation to list your home or cellphone number, but you may if you wish. Usually, e-mail is the best way to communicate with our students anyway. Include your email address and your course URL on your syllabus.
- Your office hours.** If you are teaching ENGL 10600, set a *minimum* of one hour per week per class. If you are teaching courses other than ENGL 10600, set a minimum of 1.5 hours per class. Set office hours for times that you will regularly be in your office if students want to drop in. Post these hours on your office door and submit them to the main office (you'll be asked to fill out a form that includes your office hours). You should also make yourself available for appointments at other times for students who have class conflicts with your scheduled hours. If you must miss a scheduled office hour, please notify your students in advance and ask an officemate to post a sign to that effect.
- Official course description, including the ICaP outcomes, without modifications.** You can find ICaP's official description and course outcomes on the ICaP website. Include your own extended course description that reflects your syllabus approach, a brief rationale for your syllabus approach choice, and your teaching philosophy, which can include advice on how to be successful in your course.
- Textbook information.** Include the titles, authors, and editions of your syllabus approach-approved rhetoric and of any other text you require. Include the ISBN and approximate retail price. Be aware of the number of texts you require, and make sure you are familiar with ICaP's media policy (see "Guidelines for Media Use in ICaP").
- Other materials** you require your students to have (folders, dictionaries, flash drive, journals, film, Convocation tickets, etc.) The choice and extent of supplementary materials must not violate ICaP's media policy guidelines (see "Guidelines for Media Use in ICaP").
- Assignments.** List your assignments, indicate how much each assignment is worth and the assignment's approximate word count or equivalent, and offer a brief description of each assignment. If you assign projects with multiple components, include these specifics as well.
- Assignment format guidelines.** Include whether you want assignments handed in digitally or as hard copies. What identifying information should be printed on each paper or file? APA format? If digital, what filename conventions do you want students to use?
- Grading methods.** Your students have a right to know how many papers they will write, how much each will count towards their final grade, and what other factors enter into their grade (exercises and other assignments, attendance, class participation, etc.). Also, if you provide students with this information in writing at the beginning of the semester, you protect yourself from later complaints about your grading system. (Also see the section on Grading

and Grade Appeals in this manual.) You need to indicate on your syllabus whether you are using regular letter grades or if you grade using +/-.

- **General Course Policies:** how will you handle late work, how will you handle cellphone or other electronic device use and abuse during class, and how will you react to students' inappropriate behavior? For general university policies, you may include a link on your syllabus to The Student Guide to ICaP at icap.rhetorike.org/studentguide.
- **Attendance policy:** in the following section you will see more information about Purdue's policy, but you should have your class policy clearly stated on your syllabus. Your policy must align with Purdue's overall policy, and it must be enforceable.
- **Participation:** If you give students a grade for **participation**, that grade can be no more than 10% of their overall grade, and the grading you do **must be measurable and documented**. Explain in your syllabus what "participation" means. You may want to consider other terms. Many instructors use the term "Professional Ethos" and talk with their students about what that means in college and in the workplace.
- **Technology policies.** Your policy cannot prohibit specific technologies through which students could receive or deliver emergency notifications (e.g. cellphones). Your policy cannot prohibit specific technologies that students might need to access course materials (e.g. laptops for students with disabilities). You can ask students to refrain from using personal technologies for non-course related activities.
- **Academic Honesty.** You must include a definition of plagiarism and you must explain what will happen if students plagiarize work in your course. If you grade punitively, you also must file a report with the Office of Student Rights and Responsibilities. Information about the Conduct Process is located at purdue.edu/odos/osrr/conduct/admin_conduct.html.
- **Purdue Honor Pledge.** The Office of the Provost asks that we include on our syllabi as well as on key assignments the Purdue Honor Pledge. The pledge is "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue."
- **CAPS Information.** The University Senate recommends that instructors include on your syllabus the following boilerplate about mental health resources:

"Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and purdue.edu/caps/during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours."
- **Accessibility and Accommodations.** REQUIRED BOILERPLATE: The Disability Resource Center has adopted this statement for your syllabus. Please replace any statement you have used in the past with this one: "Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247."
- **The Writing Lab.** Consider adding a statement which encourages your students to visit the Writing Lab. Here is an example you may adopt or edit: "Besides seeing me during your conference time or in my office, you have other resources at Purdue to help you with your

writing and writing assignments. The **Writing Lab** in Heavilon Hall, Room 226, offers FREE tutorials to students by appointment or on a drop-in basis. For more information or to make an appointment, call 494-3723. You may also access the Online Writing Lab (OWL) at <https://owl.purdue.edu/>.”

- **Course schedule/calendar.** Offer your students a complete schedule that includes all project due dates and assigned readings. We realize that some dates may change slightly and some reading assignments may change, but your students need to have some idea of their reading and writing workload. Keep an updated course schedule/calendar online for your students to access.
- **Check Your Own Professional Language and Tone:** Make your expectations clear without begin rude or condescending. Try to frame your language in a positive tone instead of using negatives.
 - Example of unprofessional language and tone on your syllabus:
“Lateness to class will **NOT** be tolerated for any reason and will result in a reduced grade!!”
 - Example of professional language and tone on your syllabus:
“I expect you to be on time for class, and you may expect me to be on time for class as well. If you arrive late, please slip in quietly so as not to disturb the other students.”

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.

You May Link to the *Student Guide to ICaP* for the following:

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*, located at icap.rhetorike.org/studentguide. Please don't overlook these items when you cover your syllabus during the first week of classes.

1. **University Regulations on the attendance policy.** Purdue's position on attendance says simply that, “The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable” (University Regulations).

Include in your syllabus a fair but enforceable, consistent, and clearly written attendance policy. English 10600 is a highly interactive class, and students must be in attendance to gain the full benefit from what goes on in class. Therefore, if students miss a significant percent of your instruction time, we must question if they are learning anything in the class. 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 to

enforce them consistently and they should not be unbearably harsh. Would you really want to fail an otherwise capable student for missing one class over your limit? But even if a strong writer misses twelve class periods, has that student advanced his or her writing skills and learned anything? What incentives do your students have for attending class? Consider how you want to deal with students who come to class late, too. Creating a rigid and complicated tardiness policy might not be worth the effort it takes to maintain and enforce it, but it *can* be disruptive when students wander into the classroom late.

According to the Purdue University Regulations, course attendance policies must be consistent with University policies (see Purdue's page on Class Absences at purdue.edu/advocacy/students/absences.html). Occasionally students may need to be absent from class for personal reasons beyond their control (for example, illness, family emergency, bereavement), 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.

For unanticipated or emergency absences where advance notification to you is not possible, the student should contact you as soon as possible by email, phone, or by contacting the ICaP office or the Department of English office. If the student is unable to make contact with you and is unable to leave word with the department because of circumstances beyond the student's control AND the reported absence is expected to be for an extended period of time (normally a week or more), the student or the student's representative should contact the Office of the Dean of Students at 765-494-1747. A member of the ODOS staff will notify you of the circumstances. Students should be made aware that contacting the ODOS does not change your decision concerning the academic work and performance.

Conflicts with Religious Observances: *Students requesting special consideration in scheduling are encouraged to make this known to instructors well in advance, minimize the length of the absence, and be flexible in arranging alternative times to complete any assignments they might miss (University Regulations).*

Grief Absence Policy for Students (GAPS). *Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family (University Regulations).* The student must contact the Office of the Dean of Students and ask that a notice be sent to instructors. Once notified by the ODOS, instructors must allow for absences in accordance with the Grief Absence Policy. If a student tells you that he or she has or had a death in the family and must miss class, refer that student to the Office of the

Dean of Students. Accept the absence as excused only if you receive notification from the ODOS.

Military Absence Policy for Students (MAPS): *Students will not be penalized for mandatory military training and will be given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of a schedule or class conflict due to mandatory military training (University Regulations).* Students must provide the ODOS with official documentation of their military obligation. The ODOS will then contact the instructors. If a student tells you that he or she must miss class because of military obligations, refer that student to the Office of the Dean of Students. Accept the absence as excused only if you receive notification from the ODOS.

Note that 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.

Please see the following website for detailed information concerning Purdue’s attendance policies: purdue.edu/studentregulations/regulations_procedures/classes.html.

- 2. University Regulations on Academic Integrity/Plagiarism.** 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 include a clear definition of plagiarism, and it should spell out what punitive actions you will take with students who plagiarize. Do not simply use a stock plagiarism statement that refers students to the Dean of Students website or to *University Regulations*. Make sure you go over *your* definition of plagiarism the first day and incorporate discussions throughout the semester, especially when you begin a new assignment. When you ask your students to work in groups, make sure your students understand which parts of the assignment are to be completed independently and which parts are collaborative work. And of course, make sure you teach proper information retrieval, citation, and documentation practices clearly.

The Office of the Provost 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 breeches 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, 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 acknowledgement, 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.

Penalties for plagiarism vary from failure of the plagiarized assignment to expulsion from the university, and may include failure for the course and will include notification of the Dean of Students' Office.

The Dean of Students' "Academic Integrity: A Guide for Students" is located at purdue.edu/odos/osrr/resources/documents/academic_integrity.html.

For more information about plagiarism, see **Grading: Plagiarism** in this manual and [online here](#).

- 3. 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.edu/policies/facilities-safety/iva3.html.
- 4. Nondiscrimination.** Here is Purdue's nondiscrimination statement:
Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

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. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmation Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

5. **Emergencies.** 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 or phone. **You are expected to read your @purdue.edu email on a frequent basis.**”

See Appendix I at the end of this manual for more information you need to know about campus emergencies.



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. But educators do not have a carte blanc right to copy works. For instance, the English department has a specific policy regarding photocopying of texts which states that book chapters, articles cannot be copied for class distribution. Because the conditions under which copying is deemed fair use are varied, teachers should review Purdue University’s copyright materials for instructors at lib.purdue.edu/uco/, including the sections for various types of media.

Placing Copyright Works on Websites

Since putting a copyrighted work on a public website would make it potentially available to anyone on the Internet, the proper fair use determinations are those which apply to how much a work could be used within a scholarly text. Even if the copyrighted work is password protected or in a private folder, the potential distribution power of digital texts decreases the fair use rights compared to that which a teacher has for distributing copies in a physical media. Notably, the Teach Act provides some exceptions for distance education courses in which online course work is a substitute for physical class meetings.

Noticing Copyright and Providing Licenses on Course Websites

- 1. 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.

- 2. Using Creative Commons Licenses.**



The problem with the standard copyright statement is that it lays

down visible claims to ownership much like posting “No Trespassing” signs around a yard. 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:

<http://creativecommons.org/> and click on the Licenses tab. To learn more about why you should consider Creative Commons licensing, see the promotional Flash movie *Get Creative*: mirrors.creativecommons.org/getcreative/clicktoplay.html.

Additional Resources

The US Copyright Office’s “Copyright Basics” provides a more extensive definition of copyright: copyright.gov/circs/circ01.pdf.

The Purdue University Copyright Office provides campus policies on using copyrighted materials in the classroom: lib.purdue.edu/uco/

Charles Lowe’s “Copyright, Access and Digital Texts” explores the current state of intellectual property law and practices in explaining why teachers should use Creative Commons licensing: wac.colostate.edu/atd/articles/lowe2003/.

THINGS YOU NEED TO KNOW ABOUT TEACHING FOR ICAP

Testing Out of English 10600 or 10800

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

Classroom Courtesies

ICaP classes meet in several different buildings on campus; only your conferences will meet in Heavilon Hall. We need to practice common classroom courtesies in all buildings. English 10600 and 10800 classes end at 20 minutes after the hour, with the next class beginning at 30 minutes after the hour. 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.

Before you leave your classroom, please erase the chalkboard or whiteboard if you have written on it during class and logoff 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 Janeen Redman 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.

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. FERPA Certification Page is located at: purdue.edu/registrar/FERPA/certification.html. Use your Purdue login and password to access the certification 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.

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 (based on a 16-week semester). 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.

Students Who Stop Attending Class

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**).

Course Rosters

You may view, download, or print lists of your students by logging into myPurdue at mypurdue.purdue.edu/. Recipients of the course rosters are bound by University regulations and by FERPA, the Family Educational Right to Privacy Act (1974), regarding the confidentiality of student information. Use of the course rosters is intended for the instructional faculty for educational purposes only. All instructors need to renew their FERPA certification annually.

You should have no more than 20 students in your ENGL 10800 or 10600 course, and 10600 conferences should have no more than 10 students enrolled in each section. Review your course rosters in myPurdue at the beginning of the semester and periodically throughout the semester. If students are on your course roster but are not attending, please contact them to request that they drop your course.

Helpful tip: You can view and print a photo roster of your class through Blackboard Learn: Course Management > Course Tools > Photo Roster.

Adding Courses

During the first week of the semester, students make their own add/drop requests through myPurdue. The computer will not put more students into a section than the set limit. (English 106/108 limit =20; English 106-I limit = 15.) However, academic advisors or the registrar are able to add students over the course limit if students have the appropriate signatures on a Form 23. (See example: Appendix B, Schedule Revision Request/Form 23.) Therefore, **do not sign any course requests!** If you do, you could easily have more students than English 10600 or 10800 are designed to have and more than our classrooms are legally allowed to have according to the fire codes. If you end up with more than 20 students, Janeen will not be happy because she may be required by the Registrar to find a different classroom to hold your students.

The following table explains the procedures for adding a class.

Table 1: Course Additions

Week 1	Web Registration through myPurdue with no approval needed; Students are strongly encouraged to consult with their academic advisors before adding classes. Note: Students are able to add during the weekend after the first week (Saturday and Sunday).
Weeks 2-4	Students must have approval from their advisors and instructors before adding classes. ICaP Instructors: DO NOT sign new students into your class. You may sign in students who were originally registered in your class and who have been cancelled by the university (for non-payment of fees), but it is recommended that you first check with the director or assistant 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.
Wks 10-16	Course additions are not permitted.

Remember, *you should never have more students in your class than the section limit*. While enrollments for English 10600 and 10800 are capped at 20 students (2 sections of 10 students each) and English 10600-I is capped at 15 students, it is important never to enroll more students

than your course limit. Do not sign any form a student asks you to sign that involves adding English 10600, 10800, or 10600-I.

The only time we may sign a student into your class is if

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

All of these conditions must be met before you sign the add form. If you have a student in this situation, contact Linda Haynes, Assistant Director of ICaP (lhaynes@purdue.edu) if you need clarification.

Pay close attention to your course rosters the first and second weeks. If students do not pay tuition or fees on time, their classes may be cancelled 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 cancelled, you may sign these students back into your class with a Form 23, but remember that you should never exceed your class limit of 20 students (or 15, if 10600-I).

Be sure to check your course roster the second week of the semester. If a student drops your class on Saturday or Sunday of the first week of classes, it is possible for another student to add your course as late as Sunday night before week 2 begins. Once the second week of the semester has begun, your enrollment should be set.

Do not sign students into your class who have not attended class the first week. It is ICaP policy to **not** sign students into composition courses beyond the first week of classes.

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. The following table explains the procedures for dropping a class.

Table 2: Dropping a Course

Weeks 1-2	Students may drop courses through myPurdue with no approval from anyone. Students are strongly encouraged to consult with their academic advisors before dropping classes. ICaP Instructors: Check your course rosters daily.
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 approval from their academic advisors. Instructors must indicate with their signature (on a Form 23) whether the student is passing or failing, and a grade of W, WF, WN, or WU will be recorded. Undergraduate students with a semester classification of 0 and fewer than 31 hours of college credit, OR with a semester classification of 01 or 02, need not have the instructor's signature. 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 signature to drop. See your course rosters for the classification of your students.
Weeks 10-16	Course assignments cannot be cancelled during this period.

Withdrawals

University Regulations state that students with a semester classification of 03 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). The WF grade does not affect index (GPA) computation. The instructor signs a Form 23 (provided by the student) indicating a grade of either a W or WF.

Late and Retroactive Withdraws

While the chart above indicates that courses may not be dropped after Week 10, there are certain exceptions that the Associate Dean 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 Lesa Beals, the Associate Registrar. She will contact you to request and assemble documentation which she will then forward to the Associate Dean for a decision.

Classroom Technology and Computer Labs

Your regular classrooms are equipped with instructor computer stations and projectors. Your English 10600 class has one computer lab day per week built into the schedule, but if you need to schedule an occasional supplementary class session in a computer classroom, go to the instructor resources Information Technology at Purdue (ITaP) page. Under the Instructor Resources page, you'll find a Lab Reservation Request and four ways you can request a computer lab (See itap.purdue.edu/facilities/instructionallabs/resources/request.html). You will find a lot of helpful information on the overall ITaP website, so it's a good idea to become familiar with it.

Guidelines for Media Use in ICaP

Multiple uses of media can and should be a beneficial component of a composition course. As ICaP's goals already state, English 10600 and 10800 respectively provide students with high and low stakes opportunities for using multiple composing technologies in producing a variety of genres and texts. By contrast, this policy explicitly addresses the increasingly diverse media that can be viewed as rich, cultural artifacts that may prompt student discussion and invention.

However, English 10600 and 10800 are composition courses, and we do not want the composing process eclipsed by an overabundance of media. Therefore, ICaP recognizes the need for a designated media policy that creates and sustains productive and value-sensitive learning environments. Since English 10600/10800 is a required course and students do not have the option to switch sections or drop the course altogether, ICaP acknowledges that students have the right to raise objections to the viewing or using of particular media. ICaP asks that instructors follow these guidelines and, in the inevitable cases of ambiguities, inquire with ICaP administration for further clarification.

1. 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-expansive nature of media, such examples are 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.

2. 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 many 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.

3. Problems with Media

- Instructors must be aware of copyright issues.
- The preparation time for class might increase.
- Equipment and the technology required to use certain media must be in working order (reliably), and instructors should always have a “Plan B” for class.
- Media can be seen as a distraction instead of as a learning tool.
- Instructors must be aware that content of some media could be offensive to some students, and have a back-up plan for an assignment as needed.
- Instructors must always be able to answer the following question: “How is the media related to learning objectives of English 10600/10800?”

4. Categories of Consideration

- A. 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.
- B. 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.
- C. 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.
- D. 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.

5. 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.

6. 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.

7. Media Use Considerations

The following table offers considerations for using different media in the classroom.

Table 3: Media Use Considerations

Media	Considerations	
Live Performances Convocation Play, Concert, Dance Lectures, Readings	Cost/economic concerns. Convocations can subsidize price of some performances. Time for activity must be designated (as homework, writing time, etc.)	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. Teaching various genres of reading <i>and</i> writing	Making sure the class remains a <i>writing</i> class, not a literature class. All texts must be listed on the syllabus.
Visual: Film/Video Movies, Film, Cartoons Television, Music Video, Commercials	Full-length movies: screen individually? Screen outside of class? During class? Show clips only in class? Clips: May use YouTube, Netflix, Hulu. Be aware of subject matter, explicit content and lyrics.	Making sure the class remains a <i>writing</i> class, not a film class. Two full films = 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 Games: Electronic/video Board Games Facebook 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	

<p>Print: other News: online Newspapers/Magazines Current events Archival material</p>	<p>Archival material: Instructors must read the Purdue Archives website before requiring students to use it. lib.purdue.edu/spcol</p>
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Last Update: February 7, 2014
Linda Haynes | Kyle Vealey
Media Use Subcommittee | Introductory Writing Committee

GRADING AND ASSIGNING GRADES

It is a fact of academia that we must assess our students’ work throughout the semester, but by the end of the semester we must assign a single grade that is indicative of the student’s performance and learning. In addition, University Policy states that your students need to have some idea of how they are doing in your class before the seventh week of the semester, so make sure you have returned their first graded paper to them before week 7.

Many of us try to find ways to avoid assigning grades, or at least postponing it. We read and comment on students’ papers but do not actually grade each one; we use various scales and feature analyses to identify specific strengths and weaknesses in our students’ work; we allow students to drop a low grade or revise some of their papers for a higher grade. Each of these methods has merits, as does the more conventional approach of giving a grade to each paper and determining the final grade by averaging individual grades. 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. (They will often make these arguments anyway if they decide to appeal a grade.) To that end, it helps if you can articulate your standards for grading at the beginning of the course and be as specific as possible about both the strengths and weaknesses of the papers 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. (The opposite is also true. Overly harsh grading, however, is more likely to raise immediate complaints from students.) New teaching assistants can expect to spend time in mentor meetings discussing grading, use of rubrics, and responding to student writing.

Collecting Papers

Due to OSHA guidelines, collections boxes are not allowed in the hallways. And while many TAs have envelopes on their office doors to collect students’ papers, we urge you to reconsider this practice as it allows other students to steal papers. Collect hard copies of papers in class, during conferences, or in person in your office. *As an added precaution, encourage your students to keep a copy of their papers before turning them in.* The best option is for students to submit their work digitally. If you prefer to receive hard copies, it is advisable that you ask students to submit their work digitally as well.

Returning Papers

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 will arise by mid-semester (when you feel the full burden of your own course work), you should be sure to 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 by 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 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 simply must have handed back to your students some graded work or posted their grades and feedback on Blackboard. 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.

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 and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.”

Participation Grades

Many instructors automatically include “participation” on their syllabi without thinking about what that means in the classroom and how to grade it. Below are three things you must consider about participation before you can include it on your syllabus and grading system.

1. Participation cannot count for more than 10% of the grade total.
2. Any participation grade you give your students must be measurable and documented.
3. You are required to explain to your students exactly what is being graded as part of participation and how they earn those grades.
4. Some students may be thoroughly engaged in your class, learn and retain the information, yet not appear to be participating according to your guidelines. How do you assess “participation” in such cases?

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, how work is submitted for grading, peer review, and group work (among other items). New teaching assistants can expect to spend some time in mentor meetings discussing participation.

Final Exams

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

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,” or they may borrow papers from other students and submit them as their own. The *ICaP Student Guide*, which you should discuss with your students during class, contains definitions of plagiarism and a discussion of the penalties for plagiarizing.

If you suspect that a student has plagiarized, discuss the case with your mentor or with Linda Haynes, Assistant 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, you may send a report to the Office of Student Rights and Responsibilities (purdue.edu/odos/osrr/index.html). If you grade punitively because of plagiarism, you **need 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/or repeated cases, expulsion from the university. Your 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. We do believe in using “teachable moments” concerning plagiarism. Please see “[ICaP Plagiarism Guidelines](#).” This document is also included in this manual as Appendix D: ICaP Plagiarism Reporting Guidelines.

Purdue’s definition of academic dishonesty is located at purdue.edu/odos/osrr/resources/documents/academic_integrity.html but be sure to include on your syllabus *your* clear definition of plagiarism and what your actions will be if a student plagiarizes. The action you take may differ depending on the egregiousness of the act, but you still must be fair and consistent in your punitive actions. If in your syllabus you state that a plagiarized paper will be failed, does that mean the student will receive 59/100 points (technically a failing grade), or zero points? Will a student who cuts and pastes a single uncited paragraph from an internet source be failed in the course just like a student who steals an entire research paper? Cases of plagiarism early in the semester can be used as teachable moments, perhaps for a reduced grade if you allow the student to complete the assignment without plagiarized content.

Consider that teachers can inadvertently facilitate plagiarism by leaving boxes of papers in the halls for students to pick up. Besides being a FERPA violation, a box of unclaimed papers can be a tempting addition to a residence hall, fraternity or personal file. **Never** leave papers in the halls. Additionally, consider making your assignments plagiarism resistant. Generic assignments can easily allow students to take papers from each other or from online paper mills. Ask your students to hand in their planning, research, and drafts, either as they are writing or with their final drafts.

You may report an incident of plagiarism or academic dishonesty at purdue.edu/odos/osrr/.

Incompletes

The university is quite specific about when it is appropriate to give students Incompletes. According to the *University Regulations*, “A grade of Incomplete is a record of work which 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.” The regulations also state that you may “require the student to secure the recommendation of the dean of students that the circumstances warrant a grade of incomplete.” 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. First, you must fill out the departmental Incomplete Form 60, including information about the student’s current grade, the specific work to be completed, and the specific reason the Incomplete is being given. (See Appendix C, Incomplete Form 60.)

Second, you must be sure that you file one copy of the form with Janeen Redman when you complete your grades. Attach a copy of the course syllabus or assignments to the Incomplete Form, indicating the requirements and/or expectations for work to be completed. Third, you must give one copy of the form to the student. Fourth, you must register a grade of I on the grade form in myPurdue. Registrar Form 60 for incompletes are located on your mypurdue page. E-mail the completed forms to Janeen along with your supporting documents.

Do not give an Incomplete to students who are failing your course in order to avoid giving them an F.

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). Before you consider giving a student an Incomplete, consider 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 doesn’t 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.

Grade Reporting

You will be expected to report your students’ grades electronically through myPurdue. As you record the grades, please check each roster carefully and notify Janeen Redman 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.

Plus or Minus Grades/Grading Scale

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 the following table.

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.

Confidentiality of Grades | FERPA

One of the provisions of the "Family Educational Rights and Privacy Act of 1974" 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. See Section VII, Family Educational Rights and Privacy Act (FERPA) for certification information.

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 Blackboard, your students are able to 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:

- 1) use the secure grading function on Blackboard or another secure Learning Management System
- 2) use your conference time or office hours to discuss grades confidentially with students one-on-one
- 3) 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 password to use this program which is located at itap.purdue.edu/service/catalog/security/filelocker.html

Grade Appeals

Despite your best efforts to be fair in your grading, it may be that a student will 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. (For the University Regulations, see purdue.edu/univregs/. A summary of the grade appeal process can be found at purdue.edu/odos/osrr/grade-appeal-process/.) 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 Assistant Director/Student Concerns. If, following consideration by the assistant director, the student is still dissatisfied, he or she 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, the program assistant director. You can expect that, while the program assistant 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 E, Grade Reviews, for the grade review procedure.

YOUR EMPLOYMENT BY ICAP: POLICIES AND CONTRACTUAL OBLIGATIONS

NOTE: Visiting Clinical Instructors and Limited-Term Lecturers should refer to Appendix K: Items Specific to Lecturers' Appointments.

Evaluations

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 Your Teaching

First, 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 of Your Teaching (Center for Instructional Excellence)

Second, your students will evaluate your teaching and the course. The Introductory Writing Committee has provided a set of questions that are delivered to students through a secure, online evaluation for this purpose. The questionnaire has 20–40 questions and is emailed to students during the last weeks of the semester. You should provide your students some computer lab time to complete the evaluations, and you should not be present in the lab 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.

Policy for Chronic or Cumulative Complaints about Teaching/Decorum in the Classroom

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.

Once the Director of Composition determines that an instructor must be consulted about concerns or conflict in the classroom, the following procedure is to be followed.

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 a graduate 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:
 - a. documentation of requested changes to syllabi or course materials and evidence of grading
 - b. classroom observation
 - c. additional mentoring in either (or both) tech mentoring or pedagogy by ICaP Staff, Tech Mentors
- The instructor will again receive official written notification of the concerns.
- 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 goals, means, and outcomes and/or the Purdue University Student Code of Conduct are ignored and/or in cases of serious decorum infractions. Other examples include not informing the program director of your teaching absences or not meeting with your students for conferences. Certain

egregious misconduct (pedagogical or otherwise) may result in immediate relief from teaching responsibilities.

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

For 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 (American Studies, Comparative Literature, English Education, English and Philosophy, Interdepartmental Linguistics), including fellowship support. Letters of reappointment are usually sent in late summer.

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. A teaching assistant who receives an average PICES instructor score of 3.0 or below on his or her Purdue University Center for Instructional Excellence (CIE) teaching evaluations for two of any three consecutive semesters will be required to participate in a series of pedagogical/professional development workshops that will serve as extended mentoring for the teaching assistant. The teaching assistant may then be given time to improve and be re-evaluated before definite teaching assignments for the following semester are made. (See Appendix F, Sample PICES Instructor Evaluation Letter.)

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.

Your Employment as an ICaP Instructor After Your Mentoring Year

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 composition, the assistant directors, mentors, assistant mentors, and tech mentors as informal mentors, available to consult with them as needs arise.

Contractual Obligations: Convocation and Caucuses

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, Syllabus Approach Caucuses, and a Professional Development Workshop 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. We use the Caucus time to share pedagogical initiatives and syllabus approach concerns. Any instructor who does not attend these mandatory meetings will be considered absent for the entire first week of contracted time.

Make appropriate travel plans: Every semester the Friday before classes begin, all ICaP instructional staff members are required to attend the Convocation, Syllabus Approach Caucuses, and Professional Development Workshop.

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.

In order to make up for a missed Convocation, you will be asked to (1) attend at least two of the professional development workshops regularly held by ICaP, ESL-GO, the Writing Lab, or other campus units; then (2) write a summary of one workshop for Department of English web and social media. The director and assistant directors of ICaP can help you select a workshop, then draft and revise your summary, in cooperation with the department's social media team.

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. Because a conference is a part of your professional development, the director may have an alternative assignment for you.

Failure to follow through on your professional development responsibility will result in the following:

- A notation will be placed in your ICaP employment file that indicates you did not attend the mandatory Convocation/Caucus.
- You will be considered to be at Step 1 under the Policy on Chronic or Cumulative Complaints about Teaching/Decorum (This policy is listed in the “Your Employment by ICaP” section in this manual).
- You will be unable to set up an appointment with Janeen to schedule your class teaching time for the following semester until the other instructors have done so. (In other words, you may not be able to select an optimal teaching time.)
- **Most importantly:** if something is keeping you from attending Convocation, contact the 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. This means if your students are scheduled to meet in the conference center, you need to meet with them in the conference center, not in your office or in the Union. 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 that is listed on the schedule. This is not to say that the occasional "field trip" to the library or to an event or installment on campus is forbidden. That's fine. Just 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.

A small number of your classes may be modified for pedagogically viable purposes, such as independent work in the Purdue libraries, or independent meetings with service-learning partners. However, it is not acceptable to cancel multiple classes or shift responsibility for teaching to others. As 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 Joy Kane.

ADMINISTRATIVE INFORMATION

Cancelling Classes

Only cancel a class in case of emergency or sudden illness (yes, stay home if you have the flu!). If you have a conference scheduled, 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 Secretary 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 if you are not in the classroom after approximately seven minutes, a volunteer from your class should go to the main office (HEAV 324) or call 49-43740 to find out if there is a message about your class being cancelled. The student volunteer can then relay the message to the rest of the class. This helps students know what to do in case you are unable to ask a colleague to cancel your class for you. Be sure you follow up with your students through email and on your course site.

Whoever cancels your class for you should post an official cancellation notice next to your classroom door. You may get an official cancellation notice from Joy Kane in the ICaP office (or you may make copies from the notice included in Appendix J.). The official cancellation notices ask for specific information that identifies *your class* as the one being cancelled so there is no confusion for students in classes the rest of the day. Please make sure your cancellation signs are removed the following day.

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 Purdue Student Regulations website (item #3):

purdue.edu/studentregulations/regulations_procedures/classes.html

Check the Graduate Staff Employment Manual and talk to our representative in the English Department Business Office for more information and for a Form 33A.

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. According to the *Graduate Staff Employment Manual*, "Illness' is defined as a staff member's own illness, disabling injury, or pregnancy. This includes childbirth and complication of pregnancy, miscarriage, abortion, and confined recovery therefrom, for the period during which the employee is unable to perform normal duties as determined by a physician." Whenever you use a day of sick leave, you need to complete a form 33A with the Business Office. This form can be obtained in the business office or via the web at purdue.edu/hr/Forms/. Our Business Office representative can explain to you how your sick days work.

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*, "Graduate staff members are eligible for three working days per fiscal year paid leave for immediate family illness. Immediate family is defined as spouse, same-sex domestic partner, parents, children, grandparents, grandchildren, sisters, brothers, and corresponding in-laws and step-relatives. Family members not included here, but who reside in the employee's home, are considered immediate family." Leave related to family illness must be requested on Form 33A.

Parental Leave | FMLA

Graduate students who have worked at Purdue for at least one year of continuous employment are allowed up to 240 hours of paid parental leave. 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 Human Resources-Employee Benefits at 765-494-2222. Pam Hardesty is the FMLA Assistant and is a good resource.

Salary Policy for Teaching Assistants Who Take 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 Janeen Redman.

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 Janeen Redman 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 primarily your responsibility to find a qualified substitute from among the existing ICaP instructors (or from current paid instructors who have taught for ICaP). The substitute rates are as follows:

- English 10600: \$154.00/ week (based on 14 hours at \$11.00/hour)
- English 10800: \$110.00/ week (based on 10 hours at \$11.00/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. Talk with the director or an assistant director of ICaP and with our representative in the Business Office to initiate the paperwork for a substitute.

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 Linguistics or English Department students. Janeen Redman will notify the Business Office in HEAV 324B about any English Department student/TA who is not registered.

Because of the Immigration Reform and Control Act of 1986, the Business Office 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 Business Office 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 10 paycheck deposits during the 2018–2019 academic year. The academic year pay dates for new TAs are as follows:

Table 5: Academic Year Pay Dates

Fall 2018	Spring 2019
Friday, September 14 th (1/2 month's pay)	Thursday, January 31 st
Friday, September 28 th	Thursday, February 28 th
Wednesday, October 31 st	Friday, March 29 th
Friday, November 30 th	Tuesday, April 30 th
Friday, December 28 th	Friday, May 31 st (1/2 month's 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 Janeen Redman

Registration for Your Graduate Courses (graduate instructors only)

All teaching assistants and research grant recipients must be registered for classes at Purdue in order to receive their monthly 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.

You must carry 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 from Janeen Redman, Scheduling Deputy, a link to an online survey on which you will indicate your teaching preferences for the following semester. You will later meet with Janeen to schedule your teaching assignment and times. Watch your Purdue email for this and other important messages from Janeen. Graduate instructors should see Appendix H: Calculating Teaching Loads 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 such as the Writing Lab. 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 Janeen Redman 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 Assistant Director of Composition.

Updating 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 in the business office or via the web at purdue.edu/hr/Forms/.

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, as well as on myPurdue.

Once you complete your degree, please make sure Jill Quirk, graduate secretary, has your forwarding address.

SPECIAL EMPLOYMENT CONSIDERATIONS (FOR LECTURERS)

Appendix K: Lecturers' Employment contains specific employment and administrative information for Limited Term Lecturers (LTLs), Continuing Lecturers (CLs), and Visiting Continuing Lecturers (VCIs).

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 in HEAV 323 on Monday–Friday from 8:00 A.M.—12:00 P.M. This service is available for large quantity duplication (i.e. more than 10 copies). 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. In addition, you may 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.

If you wish to duplicate or otherwise use student writing in your teaching, you should receive written permission from your students to do so. The Introductory Writing Program has a standard permission form for your use. (See Appendix G, Sample Permission Form.) This form is also available on the ICaP website.

Mailboxes and E-mail 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. Any phone messages that are received in the main office will also be placed in your box.

Because you will be sharing your mailbox with others, you'll need to check your mail regularly as mailboxes tend to clutter very quickly. Do not ask your students to turn in papers to the main office; doing so nearly guarantees that some papers may be misplaced.

Many important communications from the university, the department, and from students will come to you via your Purdue e-mail account. Plan to check your Purdue e-mail 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 e-mail 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 Center is located on the main floor of the HSSE Library in STEW 135.

Office Assignments and Office Keys

Contact Lisa Hartman (Head's Assistant) in HEAV 324C to discuss your office assignment and to receive keys. If you teach a 7:30am class, you will also need a key to open the conference rooms; ask Lisa for that key, too.

You will be sharing an office with anywhere from 2 to 14 other TAs; therefore, you will need to look through your assigned office to find a desk that is unoccupied and use that for your space. If you have problems finding a desk in the office to which you have been assigned, please see Lisa.

All continuing TAs 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 (HEAV 328)
- myPurdue

Graduate Computer Rooms (GradLabs)

Computer labs that are dedicated for English Department instructor use only 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. (See next section: Supply Packets.)

Supply Packets

At the start of each fall semester, you may pick up a packet of supplies (writing tablets, pens, pencils, a whiteboard marker, paper clips, and a packet of printer paper) for use during the semester. See Josh, the receptionist in the English Department main office, for your packet. Intercampus envelopes and rubber bands are available from the main office as you need them.

End of Semester Business

English 10600 and 10800 classes have no final exams and no final exam times are scheduled. Make arrangements for your students to submit/pick up any final papers in your office. Do not allow students to turn papers in at the main office, nor in a box in the hallway outside your door. Likewise, do not leave papers in the hallways for students to pick up. Doing so is against ADA regulations and it allows students to help themselves to other students' papers (thus encouraging plagiarism). You are expected to submit your final grades on myPurdue. The deadline for submitting final grades will be posted on myPurdue, and you will receive a reminder email from Janeen Redman.

OTHER IMPORTANT RESOURCES

People to Know

People are Departmental Resources, too. Here are just some of the important people you need to know.

ICaP Office	494-3730	
Bradley Dilger, Director	dilger@purdue.edu	HEAV 302
Linda Haynes, Assistant Director	lhaynes@purdue.edu	HEAV 303C
Alisha Karabinus, Assistant Director	akarabin@purdue.edu	HEAV 303D
Joy Kane, Secretary for Composition, Professional Writing, and SLS	jakane@purdue.edu	HEAV 302
Mentors		
Irwin Weiser	iweiser@purdue.edu	HEAV G41B
Linda Haynes	lhaynes@purdue.edu	HEAV 303C
Patrick Love, Tech Mentor	lorep@purdue.edu	HEAV 303E
Dee McCormick, Tech Mentor	mccormid@purdue.edu	HEAV 303E
Kylie Regan, Assistant Mentor	regan9@purdue.edu	HEAV 303A
Rebekah Sims, Assistant Mentor	resims@purdue.edu	HEAV 303A
English Department	494-3740	
Dorsey Armstrong, Head	darmstrong@purdue.edu	HEAV 322
Barbara Dixon, Associate Department Head	dixonb@purdue.edu	HEAV 324A
Lisa Hartman, Department Head's Assistant	itsus@purdue.edu	HEAV 324C
Nush Powell, Director of Graduate Studies	mpowell@purdue.edu	HEAV 304
Jill Quirk, Secretary for Graduate Studies	griff@purdue.edu	HEAV 304
Janeen Redman, Schedule Deputy	neen@purdue.edu	HEAV 314B
Sheila Featherston, Copy Center Operator	sfeather@purdue.edu	HEAV 323
Josh Kaminski, Receptionist	jdkamins@purdue.edu	HEAV 324
Julie Henderson, Web, Credentials, and Travel Coordinator	jhenderson@purdue.edu	HEAV 324B
Michelle Ryker: Business Office Account Clerk	mryker@purdue.edu	HEAV 328

Writing Lab

As a complement to your teaching, the English Department provides the tutorial services of the Writing Lab (226 Heavilon Hall, 494-3723) for your students, providing them with opportunities for one-to-one interaction with Writing Lab tutors. The staff consists of the Director of the Writing Lab, Harry Denny; the Associate Director, Tammy Conard-Salvo; Vicki Kennell, Associate Director, graduate students in the English Department who have taken a mentoring course (English 50200) in tutoring; and undergraduate tutors who have taken English 390. They can offer your students a second reader's response to a draft, help to see if a student understands an assignment, answer questions the student 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 writing concerns with which your students would like help.

We invite instructors to share their syllabi and writing assignments with us, to talk to us about common concerns they're seeing across a crop of student papers, or to schedule a tutorial for their own writing projects.

The core of a tutorial is talk—conversations about ideas the student might have for a paper, dialogue that leads a student to answer his own questions, and talk that helps the student refine her ideas and ask the questions she has about a draft of a paper or an assignment. The focus is on personalizing the interaction the student has with the tutor about her writing. Students are advised to consult their instructors about course-specific issues.

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.

For 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 at owl.purdue.edu/writinglab/faculty/faculty_and_instructor_faqs.html. To use their tutorial time effectively, students should have a fairly clear idea of what they want to work on when they come to the Lab. If they have no paper, no assignment, and no idea of what they want to work on other than a vague wish to improve their writing, it is hard to accomplish anything worthwhile; however, complete drafts are not required.

The Writing Lab offers consultations in Heavilon Hall 9:00AM–6:00PM on Monday through Thursday, and 9:00AM–1:00PM on Friday. Students can visit cla.purdue.edu/wlschedule to make an appointment for face-to-face tutorials or online tutorials. We offer real-time, synchronous sessions via a chat interface or an asynchronous option where students will receive feedback by email. Writing consultations are also available in the HSSE Library on Mondays from 6:00–9:00PM, in the ME 2nd Floor tutoring Rooms (2138 and 2142) on Wednesdays from 6:00–9:00PM, and in the Asian and Asian American Resource and Cultural Center on Tuesdays from 6:00–9:00PM. For more information and the most up-to-date schedules, please call 494-3723 or visit owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html.

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

- **OWL (Online Writing Lab)**

This 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. Visit OWL at owl.purdue.edu

- **Workshops**

We offer group-based writing workshops on various topics each semester. Students can visit cla.purdue.edu/wlschedule to view the schedule and register for any number of workshops.

- **Conversation Groups for Multilingual Learners**

Multilingual students can participate in our daily conversation groups. Students can see our schedule at cla.purdue.edu/wlschedule for details and to register. There is no limit to the number of conversation groups a student can join.

- **Computers and Study/Writing Area**

All of the computers in the Writing Lab are connected to the Internet, and while some are reserved for tutorial use, others are available (when not being used for tutorials) for student use. Printing is available through an ITaP kiosk. When there are unoccupied tutoring tables, students are invited to use that space for writing or studying, and they are invited to use any of our materials and to ask questions about writing.

To acquaint your students with the Writing Lab, you are invited to bring your classes in for a 20-minute tour of the Lab during the first two weeks of classes. Please schedule the tour with the Receptionist. The Writing Lab also has numerous brochures and bookmarks that you can distribute to your classes. Please request copies from the Receptionist. During the tour, 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 works with graduate students, visiting scholars, and faculty, so you are invited to bring your own projects to the Writing Lab for feedback.

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 receive a Letter of Accommodation (LOA), which may come 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. The DRC website is purdue.edu/drc/.

Supplementary Technology Equipment

The Purdue Library offers audio/visual equipment for students and instructors to check out, including cameras, camcorders, tripods, and hard drives. Stop by the iDesk on the main floor of

Hicks Undergraduate Library or see lib.purdue.edu/services/equipment for a complete list and for more information.

Students and faculty can also borrow different technology items from the Engineering & Science Library on the second floor of WALC. Items for loan include GoPro action cameras, Ricoh Theta and Ricoh Theta V360 cameras, portable studio light boxes, a portable 3D scanner, and more. See guides.lib.purdue.edu/LOESMakerTools/Home for details.

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

Scheduling Supplementary Computer Classrooms

Most university classrooms are now equipped with instructor computer stations and projectors. If you need to schedule an *occasional* supplementary class session in a computer classroom (beyond your English 10600 one-day-a-week computer lab), go to the instructor resources Information Technology at Purdue (ITaP) page. Under the Instructor Resources page, you'll find a Lab Reservation Request and four ways you can request a computer lab. See itap.purdue.edu/facilities/instructionallabs/resources/request.html for more information.

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. Go to itap.purdue.edu/shopping/ for details. Also, some of the local bookstores offer a 10% discount on textbooks to teaching assistants with proof of employment. (Tip: wave your Purdue Staff ID card around judiciously both on and off campus. You may be surprised at the discounts you'll find.)

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services is available for counseling and referral services to all undergraduate and graduate students at Purdue. Please see their website at purdue.edu/caps/

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

The following appendices are referenced throughout this manual. The content of the forms is subject to change as needed.

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A. Class Meeting Patterns for English

	Monday	Tuesday	Wednesday	Thursday	Friday
Pattern #1	Lectures/Discussions Groups A&B Conventional Classroom	Conferences Group B students HEAV 225 Conferencing Center	Lectures/Discussions Groups A&B Conventional Classroom	Conferences Group B students HEAV 225 Conferencing Center	Conferences modified lectures Groups A&B Conferencing Center
Pattern #2	Conferences modified lectures Groups A&B Conferencing Center	Lectures/Discussions Groups A&B Conventional Classroom	Conferences Group A students HEAV 225 Conferencing Center	Lectures/Discussions Groups A&B Conventional Classroom	Conferences Group B students HEAV 225 Conferencing Center
Pattern #3	Conferences Group B students HEAV 225 Conferencing Center	Conferences Group A students HEAV 225 Conferencing Center	Lectures/Discussions Groups A&B Conventional Classroom	Conferences Group A students HEAV 225 Conferencing Center	Lectures/Discussions Groups A&B Conventional Classroom
Pattern #4	Lectures/Discussions Groups A&B Conventional Classroom	Conferences Group B students HEAV 225 Conferencing Center	Conferences modified lectures Groups A&B Conferencing Center	Lectures/Discussions Groups A&B Conventional Classroom	Conferences Group A students HEAV 225 Conferencing Center
Pattern #5	Conferences Group A students HEAV 225 Conferencing Center	Conferences Group B students HEAV 225 Conferencing Center	Conferences Group H students HEAV 225 Conferencing Center	Conferences modified lectures Groups A&B Conferencing Center	Lectures/Discussions Groups A&B Conventional Classroom

Example of ENGL 10600 and 10600 Schedule

ENGLISH 10600

10600-017-10607	First Year Composition	M	12:50 - 1:20	HEAV 225
10600-017-10627	First Year Composition	Th	12:50 - 1:20	HEAV 215
10600-205-10205	First Year Composition	F	12:50 - 1:20	HEAV 060
10600-205-10205	First Year Composition	T	12:50 - 1:20	PNAD 150
10600-205-10205	First Year Composition	W	12:50 - 1:20	HEAV 060

ENGLISH 10600

10600-001-10600	Acad First-Yr Compns	MFRT	7:30 - 8:20	HEC 207
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B. Schedule Revision Request

OFFICE OF THE REGISTRAR
PURDUE UNIVERSITY

SCHEDULE REVISION REQUEST

1. PID: _____ 2. NAME: _____ LAST FIRST _____ 3. MOBILE: _____
4. COLLEGE: _____ 5. PROGRAM: _____ 6. CLASSIFICATION: _____

1	2	3	4	5	6			
CRN	Subject	Course No.	Sec No	W T R F S	Instructor Signature	Date	Department Head Signature (in black)	Date
1								
2								
3								
4								
5								
6								

AUTHORIZATIONS:
Signature of student: _____ Date: _____
Signature of Registrar: _____ Date: _____
Signature of Department Head: _____ Date: _____

ADVISOR COMMENTS: _____

OFFICE OF THE REGISTRAR COMMENTS: _____

OFFICE USE

C. Incomplete Form

NOTE: The English Department requests that you attach a copy of the course syllabus or assignment indicating the requirements and requirements for each of the assignments.

1. The student's work was incomplete, unsubmitted, or otherwise showed a student's concern.

2. The student is planning to return to the class of this assignment.

3. The completion of the course does not require the student to repeat the class.

4. The incomplete grade is due to the student's inability to complete the class.

For comments, see comments on the Office of Registrar's website at the time of completion. Contact a grade of incomplete.

Instructor: _____ Class No.: _____ Date: _____ Section Description: _____

1. The student did not complete the assignment.

2. Indicate the grade the student has earned on the work assignment for the assignment the student does not complete in order to receive a permanent grade.

3. Enter the above comments exactly here in the last grade to be corrected including English.

Signature of Registrar: _____ Date: _____
Signature of Instructor: _____ Date: _____

D. 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 dishonesty, go to www.purdue.edu/odos/osrr.

	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.

E. Grade Reviews

PROCEDURE FOR 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, call, or email your instructor to discuss your grade. In some cases, a scoring error may have happened, which can be easily fixed. Or, your instructor can explain how he/she arrived at the grade you received.

Step Two: Submit an ICaP Grade Review form with the package of your graded materials with a cover letter to the Writing Programs Secretary in Heavilon 302.

ICaP Grade Review forms are downloadable on the ICaP website and are available in the ICaP office (HEAV 302). 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. Then, you can pick up the response and your materials at the desk of the Writing Programs Secretary in Heavilon 302.

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.

If you have concerns about your composition class at any time during the semester, please see Linda Haynes, Assistant Director of Composition in Heavilon 303C (lhaynes@purdue.edu).

F. Sample PICES Instructor Evaluation Letter



January 21, 2015

Dear Instructor in the ICaP program,

By now, you should have received your online PICES instructor evaluation scores for English 106 and 108. Looking through these scores and the students' comments, I was overall impressed by the excellent teaching that is evident in this program.

Since composition is often the first small class in a student's career, a positive experience in our classrooms sets a positive tone for their entire college career. Students tend to remember their first-year English teachers, because we are often the first people who knew their name at the university and actually worked with them on an individual level.

This year, the average score was about 4.2 across the program, with most of our instructors scoring in the 4.0-5.0 range. Twenty-two people scored a 4.8 or above.

These scores are only one measure of your teaching, and they are not particularly reliable. First-year students are not the best judges of quality teaching. Nevertheless, please carefully look over your scores and your students' comments. They may give you some ideas about how you can further improve your teaching.

If you scored a 3.0 or below, I welcome the opportunity to meet with you to determine ways to improve your teaching. Please remember that according to ICaP policy, ***a teaching assistant who receives an average instructor PICES score of 3.0 or below on his or her Purdue University Center for Instructional Excellence (CIE) teaching evaluations for two of any three consecutive semesters will be required to participate in a series of pedagogical/professional development workshops that will serve as extended mentoring for the teaching assistant.***

Thank you for your hard work in the classroom. The work is difficult, but it's important. You are making a significant impact on your students.

Sincerely,

Director of Introductory Composition at Purdue

G. 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,
_____, 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: _____

H. Calculating Teaching Loads

English Department/ Purdue University

Calculating TA Teaching Loads Starting Fall Semester 2018

English Department Guidelines for Determining TA Appointments for Teaching Assignments

The table below suggests a basis for calculating typical TA assignments in the English Department. The full year is taken into consideration. Non-teaching assignments are considered equivalent to a three-credit course.

Fall Assignment	Spring Assignment	Total Credit Hours
106 = .50	106 = .50	8
3 credit + 3 credit = .50	3 credit = .50	9
3 credit = .50	3 credit + 3 credit = .50	9
106 = .50	3 credit + 3 credit = .50	10
3 credit + 3 credit = .50	106 = .50	10

**Additional .25 FTE assignments will be considered for non-teaching appointments only and for special circumstances.

Typical English Department Assignments

4 Credits

ENGL 106 = .50 (cap. 20)

3 Credits- .25 assignments

ENGL 108 (cap 20)

ENGL 205 (cap 19)

ENGL 227 (cap 25)

ENGL 419 (cap 20)

ENGL 420 (cap 20/22)

ENGL 420Y (cap 20)

ENGL 421 (cap 20/22)

ENGL 421Y (cap 20)

ENGL 42201 (cap 20/22)

Lit courses (cap 25)

Other PW courses (cap 20)

Non-teaching Assignments

ICaP Assessment Research Coordinator - .50

ICaP Assistant Director - .50

ICaP Assistant Mentors (2) - .50

ICaP Online Developer - .50

ICaP Technology Mentor - .50

PW Mentor - .50

Writing Lab OWL Coordinator (2) - .25 FY

Writing Lab Tutors - .25

MFS (3) - .50 FY

Social Media - .25

OEPP Tutor - .25

Bi-Weekly Appointments

CW – Visiting Writers Coordinator

CW – Assistant

Sycamore Review, Editor in Chief

Sycamore Review, Managing Editor

Writing Lab, ENGL 106 Liaison

PW Assistant Director

R/C Assistant

**Updated March 2018 to take effect fall 2018 by Dorrie Armstrong, Department Head; Bradley Dilger, ICaP Director; Nush Powell, Director of Graduate Studies; and Janeen Redman, Schedule Deputy*

I. Campus Emergency

The following comes directly from Purdue University's Emergency Preparedness and Planning Office. To link to their website which has weather, emergency, safety, and security resources, go to purdue.edu/ehps/emergency_preparedness/

Emergency Preparedness Lecture

1. Prior to the first day of class, obtain a copy of the building emergency plan for each building in which you will be teaching. Note the evacuation route and assembly area, as well as the shelter in place locations.
2. On the first day of class, the following information is required to be presented to 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.**
 - Go over evacuation route...see specific Building Emergency Plan.
- 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 _____.
- If we are notified of a Shelter in Place requirement for a 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 _____.

(NOTE: Each building will have different evacuation & shelter locations. The specific Building Emergency Plan will provide specific locations and procedures

Emergency Preparedness Syllabus Attachment

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 or research and immediately **evacuate** the building.
 - Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- **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.

*In both cases, you should seek additional clarifying information by all means possible...Purdue Home page, email alert, TV, radio, etc. Review the Purdue Emergency Warning Notification System multi-communication layers at purdue.edu/emergency_preparedness/warning_system.htm

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines**
purdue.edu/emergency_preparedness/flipchart/index.html
- Review the **Building Emergency Plan** (available from the building deputy) for:
 - evacuation routes, exit points, and emergency assembly area
 - when and how to evacuate the building.
 - shelter in place procedures and locations

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

"Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:

purdue.edu/ehps/emergency_preparedness/



J. Official ICaP Class Cancellation Sign

_____ 'S

(Print instructor's name)

English 10600 10800 (circle one)

at ____:____ am/pm

is cancelled today (check one)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

(Month)

(Date)

(Year)

*This is an official cancellation notice from the
Introductory Composition office and your instructor.
Questions? Visit Heav 302 or call 765-494-3730.*



Appendix K: Items Specific to Lecturers' Employment

Terms of Employment

Because Limited-term Lecturers are not considered regular employees of the University, their appointment is on a semester-by-semester basis. LTLs are not eligible for benefits or for university leaves of absence.

Continuing Lecturers and Visiting Continuing Lecturers are considered regular employees of the university with 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. CLs and VCIs do not usually have to submit contracts (Form 19L) after the initial hiring unless the contract included an ending date.

For further information about Purdue's *Terms and Conditions of Employment for Lecturers*, see the Human Resources document located at purdue.edu/policies/human-resources/vif4.html.

Reappointment

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. 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 are hired on a one-year contract.

Evaluations

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 one of the Assistant Directors. You may ask that a report of observation be placed in your file which may later be used for programmatic letters of recommendation.

Absences and Leave

Lecturers often trade "substitute teacher" times as favors or (unofficially) set up a bartering agreement. If you are ill enough that 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.

We hope this doesn't happen, but in situations beyond your control you may need to take a longer absence. Purdue does not consider Limited-term Lecturers to be regular employees of the university. According to Terms and Conditions of Employment of Lecturers (VI.F.4), "Limited-term Lecturers are not eligible for University benefits nor are they eligible for University leaves of absence, except as may be required by law."

For information about FMLA and Parental Leave, contact Human Resources-Employee Benefits at 765-494-2222. Pam Hardesty is the FMLA Assistant and a good resource.

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. This means if your students are scheduled to meet in the conference center, you need to meet with them in the conference center, not in your office or in the Union. 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 that is listed on the schedule. This is not to say that the occasional "field trip" to the library or to an event or installment on campus is forbidden. That's fine. Just 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.

A small number of classes may be modified for pedagogically viable purposes, such as independent work in the Purdue libraries, or independent meetings with service-learning partners. However, it is not acceptable to cancel multiple classes or shift responsibility for teaching to others. As 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 Joy Kane.

Contractual Obligations: Convocation and Caucuses

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, Syllabus Approach Caucuses, and a Professional Development Workshop 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. We use the Caucus time to share pedagogical initiatives and syllabus approach concerns. Any instructor who does not attend these mandatory meetings will be considered absent for the entire first week of contracted time.

**Make appropriate travel plans:
Every semester the Friday
before classes begin, all ICaP
instructional staff members
are required to attend the
Syllabus Approach Caucuses
and Convocation.**

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.

In order to make up for a missed Convocation, you will be asked to (1) attend at least two of the professional development workshops regularly held by ICaP, ESL-GO, the Writing Lab, or other campus units; then (2) write a summary of one workshop for Department of English web and social media. The director and assistant directors of ICaP can help you select a workshop, then draft and revise your summary, in cooperation with the department's social media team.

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.

Because a conference is a part of your professional development, the director may have an alternative assignment for you.

Failure to follow through on your professional development responsibility will result in the following:

- A notation will be placed in your ICaP employment file that indicates you did not attend the mandatory Convocation/Caucus.
- You will be considered to be at Step 1 under the Policy on Chronic or Cumulative Complaints about Teaching/Decorum (see next section).
- **Most importantly:** if something is keeping you from attending Convocation, contact the Bradley Dilger, Director of ICaP immediately.

Policy for Chronic or Cumulative Complaints about Teaching/Decorum in the Classroom

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.

According to *Terms and Conditions of Employment of Lecturers* (purdue.edu/policies/human-resources/vif4.html), "The University may terminate the employment of any Limited-term Lecturer before the end of his/her term of appointment for misconduct, poor performance, or inefficiency upon written notice to the Limited-term Lecturer. Limited-term Lecturers are not entitled to the procedures for cases of termination for cause that are available to faculty classifications. If a Limited-term Lecturer's employment is terminated prior to the expiration of his/her appointment, the University will pay the individual his/her salary based on the number of teacher contact hours taught. The University will not pay the individual's salary for the remainder of his/her term of appointment."

In the case of Continuing Lecturers, *Terms and Conditions* states, "The University may terminate the employment of any Continuing Lecturer before the end of his/her term of appointment for misconduct, poor performance, or inefficiency upon written notice to the Continuing Lecturer. Continuing Lecturers are not entitled to the procedures for cases of termination for cause that are available to faculty classifications. However, substantive grievances in cases of termination for cause before the end of the term of appointment may be grieved pursuant to the *Grievance Procedures for Academic Personnel*. If a Continuing Lecturer's employment is terminated prior to the expiration of his/her appointment, the University will pay his/her salary through the last day of employment. The University will not pay the Continuing Lecturer's salary for the remainder of his/her term of appointment."

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 or Assistant Director) to discuss the raised issues.

- The instructor will receive official written notification of the concerns from the Director or Assistant Director of Composition.

- The instructor will have the chance to respond to the concerns in writing or in person.
- In cases of egregious pedagogical misconduct*, the Director may decide to forgo Step 1 and move directly to Step 2 or Step 3.

Step 2: If deemed necessary by the Director, a follow-up meeting will include the instructor, the Department Head, the ICaP Director, and/or Assistant Director 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:
 - a. documentation of requested changes to syllabi or course materials and evidence of grading
 - b. classroom observation
 - c. additional mentoring in either (or both) tech mentoring or pedagogy by ICaP Staff or Tech Mentors
- The instructor will again receive official written notification of the concerns.
- 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 are ignored and/or in cases of serious decorum infractions. Other examples include not informing the program director of your teaching absences or not meeting with your students for conferences. Certain egregious misconduct (pedagogical or otherwise) may result in immediate relief from teaching responsibilities.

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.