



# icap

introductory  
composition  
at purdue

**[Icap.rhetorike.org](http://Icap.rhetorike.org)**

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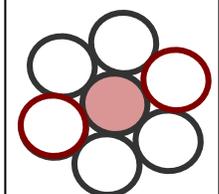
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# advisor's guide

2019-20

*a handbook for STAR and beyond*



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## **Changes in the 2019-20 *ICaP Advisor's Guide***

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Changes in this year's manual mainly involve the regional campus credit. Please see the section on Regional Campus Transfer Equivalencies to see how the course numbers for Purdue Fort Wayne have changed. Also note the caution about PFW's literature course numbers that look like Purdue's main campus composition numbers.

We are working toward eliminating the expired ENGL 10300 course number soon. On students' transcripts we will use instead the current course number ENGL 10800 (Accelerated Composition) for all comprehensive, single-semester, 3-credit hour composition courses.

By Fall 2020, all credit that is currently being articulated on students' transcripts as ENGL 10100 or 10200 may be undistributed (UND) because the 101/102/103 course numbers have expired. We currently use these numbers as a way to determine what level of composition instruction students have and to help us determine prerequisites. In the next year we will work with the Registrar and with Credit Evaluation to make this transition.

## **ICaP Web Address**

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For more information about ICaP's policies, course descriptions, news, and events, please visit our website at [icap.rhetorike.org](http://icap.rhetorike.org). The outcomes for ENGL 10600 and 10800 can be found at [icap.rhetorike.org/outcomes](http://icap.rhetorike.org/outcomes).

## **Using the *ICaP Advisor's Guide***

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If you are new to academic advising at Purdue, you'll want to review this guide and keep it as a reference when you advise students during STAR. The *ICaP Advisor's Guide* is also a resource for questions about Introductory Composition at Purdue that come up at other times of the year.

In 2003, ICaP went through extensive curriculum changes and created the single-semester, 4-credit hour ENGL 10600 and the 3-credit hour ENGL 10800. Previously, Purdue's composition requirement included a two-semester sequence (ENGL 101/102) or a single-semester accelerated course (ENGL 103). We still use the 101/102/103 numbers as a way to evaluate some transfer credit, but this practice will likely end by Fall 2020 because these course numbers should be expired.

This guide is updated every year before STAR. If there are questions you'd like to see answered or issues you'd like addressed in the next version, please contact Linda Haynes, Assistant Director of ICaP/Student Concerns at [lhaynes@purdue.edu](mailto:lhaynes@purdue.edu).

## **Meeting Foundational Learning Outcomes: The University Common Core**

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English 10600 (including 10600-Y, 10600-R, and 10600-I) or 10800 (including 10800-S) may be used to meet the foundational learning outcomes for Written Communication (WC) and Information Literacy (IL).

More information about Purdue's Undergraduate Outcome-based Core Curriculum can be found at [www.purdue.edu/provost/students/s-initiatives/curriculum/outcomes.html](http://www.purdue.edu/provost/students/s-initiatives/curriculum/outcomes.html)

## **About Introductory Composition at Purdue (ICaP)**

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Students at Purdue have diverse academic interests and professional goals. Although not every student at Purdue is an English major or strives to become a career writer, the ability to communicate creatively and effectively is important to all of us for several reasons:

- It provides us an outlet for sharing our ideas and an opportunity for making those ideas better;
- It empowers us to understand different conventions, genres, groups, societies, and cultures; and
- It allows us to have a voice in multiple academic, civic, and personal situations.

In short, writing is a way of learning that spans all fields and disciplines. Specifically, Introductory Composition at Purdue (ICaP) is designed to help students:

- Build confidence in their abilities to create, interpret, and evaluate texts in all types of media;
- Develop knowledge by inspiring new ideas through writing;
- Understand, evaluate, and organize their ideas;
- Articulate, develop and support a topic through first-hand and archival research;
- Become an effective writer who can respond credibly and accurately to a variety of composing situations.

Introductory composition courses include ENGL 10600, First Year-Composition; ENGL 10600-I, First-Year Composition: International Sections; ENGL 10600-R, First-Year Composition: Learning Community; ENGL 10600Y, First-Year Composition: Online; ENGL 10800, Accelerated First-Year Composition; ENGL 10800-S, Accelerated First-Year Composition: Engaging in Public Discourse; and ENGL 10800-R, Accelerated First-Year Composition: Learning Community.

## **Outcomes**

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In the spring of 2015, the Introductory Writing Committee approved the following basic outcomes for ENGL 10600 which are the same outcomes for ENGL 10800. These outcomes are based on the Council of Writing Program Administrators' Outcome Statement for First-Year Composition:

By the end of the course, students will:

- Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
- Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts)
- Critically think about writing and rhetoric through reading, analysis, and reflection
- Provide constructive feedback to others and incorporate feedback into their writing
- Perform research and evaluate sources to support claims
- Engage multiple digital technologies to compose for different purposes

For an expanded list of ENGL 10600 and 10800 outcomes and a full description of this course, please visit the following URL at our program website: [icap.rhetorike.org/outcomes](http://icap.rhetorike.org/outcomes).

## **Course Descriptions**

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### *ENGL 10600, First-Year Composition*

ENGL 10600 is the standard 4-credit hour composition course for students at Purdue. Students in the course produce between 7,500-11,500 words of polished writing (or 15,000-22,000 total words, including drafts) or the equivalent. Some of this text production will be done using multimedia, and some of it may be composed in short assignments. Writing topics will be closely tied to the course's theme or approach, and may include personal experiences as well as research-based arguments. Students may also be asked to write on topics that are related to their major fields of study.

It is common practice in ENGL 10600 to conduct different types of research to create a final project that culminates the expertise students have gained over the semester. So, instructors may use planning assignments in order to help students discover and explore a topic, angle, or audience. It is also common practice to spend some time in exploration of topics and rhetorical contexts, and in the production, interpretation, and analysis of multimedia environments.

Students will also spend time reading and discussing writing of their own, their peers, and professionals. Instructors may accomplish this through in-class review sessions or in weekly or bi-weekly conferences. Additionally, instructors may select outside readings related to the theme of the class or readings that are similar in purpose to the writing they expect students to do.

#### *ENGL 10600-I##, First-Year Composition: International Sections*

Some sections of ENGL 10600 are offered exclusively for non-native speakers of English; these courses are designated in the section numbers: ENGL 10600-I## where the “I” indicates “International” and ## indicates the rest of the section number.

Sections of ENGL 10600 which have an “I” in the section number (ENGL 10600-I##, First-Year Composition-INT) are reserved for speakers of English as a second language. These sections of First-Year Composition fulfill the same requirements and are similar to other sections of ENGL 10600 in aim, content, and structure. These sections differ in that the curricula are designed for and the instructors are prepared to meet the unique cultural and linguistic needs of second-language writers.

For more information about any of the English courses for non-native speakers, please contact Harris Bras, Coordinator of ESL Composition by email ([hbras@purdue.edu](mailto:hbras@purdue.edu)).

**Note:** ENGL 62000 and ENGL 62100, also ESL courses, are for graduate students only.

#### *ENGL 10600-R##, First-Year Composition: Learning Community*

Some sections of ENGL 10600 are offered as part of a Learning Community; these courses are designated with an R in the section numbers: ENGL 10600-R##. All instructors follow the same outcomes as ENGL 10600 when teaching a Learning Community course with the only difference being the added LC experience. For more information on the Learning Communities, please visit their website [www.purdue.edu/sats/learning\\_communities/](http://www.purdue.edu/sats/learning_communities/).

#### *ENGL 10600-Y##, First-Year Composition: Online*

English 10600-Y (Online ENGL 106) is identical to traditional ENGL 10600 in that it has the same course outcomes, it includes directed writing instruction with qualified and trained ENGL 10600 instructors from the Department of English, and it satisfies the written communication and information literacy requirements. Just like traditional ENGL 10600, students are offered extensive feedback on their writing from instructors and peers and they can visit the Purdue Writing Lab in person or online.

English 10600-Y is not for everyone. Course expectations include contact with the instructor and classmates through email, discussion boards, chat rooms, and web conferencing. Students must check their email regularly, maintain open channels of communication, ask questions when necessary, and participate in all discussion boards and forums in order to pass. This course requires excellent time management skills and a commitment of several hours of work per week for watching video content, reading, researching, writing, revising, and engaging in collaborative activities. **We recommend this course for fluent English speakers confident in their writing and time management.** English 10600-I remains the best choice for second language students.

Please visit [icap.rhetorike.org/courses/online106/](http://icap.rhetorike.org/courses/online106/) for course expectations, technology requirements, and a sample syllabus.

#### *ENGL 10800, Accelerated First-Year Composition*

Like ENGL 10600, ENGL 10800 satisfies the Written Communication and Information Literacy requirements on the university core. We have removed the suggested SAT/ACT guidelines and instead

ask that students be allowed to review the self-placement guidelines (Appendices A and B: Guidelines for Directed Self-Placement) to determine if this course is right for them. ENGL 10800 emphasizes a rigorous approach with expectations on students' abilities to work quickly and independently. ENGL 10800 is acceptable for students who have transferred ENGL 10100 to Purdue and who still need to complete a composition requirement for their program or core without taking the 4-credit hour ENGL 10600.

The outcomes of ENGL 10800 are the same as for ENGL 10600.

Academic advisors are encouraged to share the self-placement guidelines document with students (Appendices A and B: Guidelines for Directed Self-Placement). These guidelines are written specifically for students so they may make informed decisions concerning their composition placement.

*ENGL 10800-S##, Accelerated First-Year Composition: Engaging in Public Discourse*

In sections of ENGL 10800 with an "S" designator, students work with public writing and community service and can expect to engage in some local community activities outside the classroom. This is an excellent course for students interested in pre-med, nursing, health care, social services, political science, or any career that involves service to others.

*ENGL 10800-R##, Accelerated First-Year Composition: Learning Community*

The ENGL 10800 sections that are tagged with an "R" are used by select Learning Communities where a 4-credit hour course would be difficult to schedule and where content is tightly focused, facilitating acceleration. All ENGL 10800 instructors follow the same outcomes as regular ENGL 10600 and 10800 when teaching a Learning Community course. The only difference is the added LC experience. For more information on the Learning Communities, please visit their website at

[www.purdue.edu/sats/learning\\_communities/](http://www.purdue.edu/sats/learning_communities/).

ENGL 10800-R will not be offered in the Fall 2019 semester.

*ENGL 30400, Advanced Composition*

Prerequisite: completion of the first-year composition requirement.

ENGL 30400 is a composition course that is not to be used as a first-year course; instead, it's for students who have some college writing experience and are looking for an advanced course. It focuses on non-fictional, non-narrative composition. The course includes readings and class discussions of rhetorical theories, principles, and models. Students can expect to learn about writing conventions in their own disciplines through reading and writing assignments that require analysis and research. Students can also expect to gain extensive practice in stylistic and content revision. Prerequisite: ENGL 10600, 10800, or ENGL 10100 *and* a course that includes instruction in research-based writing and documentation.

## **Registration: Placement**

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Because one purpose of studying composition and rhetoric is to prepare students for college writing, students should enroll in composition during their first fall or spring semester at Purdue whenever possible. Although the outcomes are the same across all sections of ENGL 10600 and ENGL 10800, each instructor chooses from among the approved ICaP themes to teaching this course. The initial composition course students normally take will be either ENGL 10600, ENGL 10600-I for non-native speakers of English, ENGL 10600-R for students in a Learning Community, ENGL 10600-Y for students with excellent time management skills and who are confident in their writing, ENGL 10800, 10800-S, or 10800-R.

*Directed Self-Placement*

We encourage academic advisors to share with students the self-placement guidelines (Appendices A and B: Guidelines for Directed Self-Placement). These guidelines are written specifically for students so they may make informed decisions concerning their composition placement.

### *Writers for whom English is a Second Language*

Students whose second language is English and enter Purdue with test scores falling within the parameters described below may want to register for ENGL 10600-I, but they should be assured that ENGL 10600 instructors also work with ESL students. Students who qualify for ENGL 10600-I may monitor their registration on myPurdue and try to get into an International class, but ENGL 10600-I classes fill early. Instructors will not sign students into these classes.

**Note:** When advising International Students, please use PLaCE's Placement Protocol for International Students. See Appendix C.

Students are eligible to register for ENGL 10600-I## if:

- Their TOEFL (Test of English as a Foreign Language) total score is equal to or higher than 101 (internet-based test) or IELTS (International English Language Testing System) is equal to or higher than 8.0, AND their TOEFL writing subscore is 26 or below or IELTS writing subscore is 6.5 and below
- English has not been the medium of instruction for most of their education prior to enrolling at Purdue University
- They are in the first generation of their family to attend a college or university
- Their writing/reading skills in English are not as strong as their speaking/listening skills in English
- They can read difficult passages in English but are likely to need extra time and may experience difficulty with a heavy reading load

English as a Second Language students without TOEFL or IELTS scores should request ENGL 110 on their course selection. If a student feels they have compelling evidence to show they have the proficiency to be exempt from this requirement, they may contact PLaCE ([place@purdue.edu](mailto:place@purdue.edu)) and request an English Proficiency Interview (EPI). Evidence would include a significant amount of time in the US school system. Again, please refer to Appendix C: Information about PLaCE Foundational Courses.

For more information about any of the English courses for non-native speakers, please contact Harris Bras, Coordinator of ESL Composition, by email ([hbras@purdue.edu](mailto:hbras@purdue.edu)).

### **Registration: Drop/Add**

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During the first week of classes, students may drop or add composition classes through myPurdue. During the second week of classes and thereafter, a student may add with the instructor's signature **only** if the student was previously enrolled in that instructor's section, was attending class, and was cancelled due to tuition non-payment or encumbrances. **Instructors will not add new students to the class roster beyond the first week of classes.**

Instructors are told to not grant requests for section changes or to add new students to their rosters after the first week of classes because these changes make it too difficult for students to make up even a week's worth of missed work. The Assistant Director of Composition/Student Concerns will intervene only under extenuating circumstances.

We encourage students to buy books for their composition courses after they have gone to class where they will be told specifically which texts and editions will be used.

**📌 Note:** English 10600 or 10800 instructors will **not** add new students to the class roster beyond the first week of classes.

## Registration: Retaking a Composition Course FAQs

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### Can a student who received a grade of “F” in ENGL 10800 replace it with ENGL 10600?

No. Even though these courses have the same outcomes, they are not equivalent: ENGL 10800 is a 3-credit hour course and ENGL 10600 is a 4-credit hour course.

### Can a student who received a grade of “F” in ENGL 10600 replace it with ENGL 10800?

No. Even though these courses have the same outcomes, they are not equivalent: ENGL 10800 is a 3-credit hour course and ENGL 10600 is a 4-credit hour course.

### Does a student need special permission to take ENGL 10600 or ENGL 10800 a third or fourth time?

Yes, but not from the ICaP Program. University Regulations state that students may enroll in a non-repeatable course up to three times (and a withdrawal counts as an enrollment). After that, they must petition for an exception to enroll. Check with your Director of Advising or with the Office of the Registrar for the full policy and for the procedure to request the exception.

## Transfer Credit

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Equivalency credit for courses taken at other accredited colleges or universities is established by the Office of Admissions. If you have questions, call the Office of Admissions at 494-6482. If a student feels that a course taken at another university should be considered the equivalent of a Purdue composition course, the student should gather as much documentation about the course as possible (college catalog descriptions, syllabi, assignments, original graded papers written for the class, etc.) and make an appointment to see Linda Haynes, Assistant Director of Composition/Student Concerns.

### *When Composition Credit Transfers to Purdue*

The Credit Evaluation office determines distributed credit and undistributed credit following guidelines recommended by the English Department.

You may see credit transferred to students’ Purdue transcripts as ENGL 10100, 10200, or 10300. These course numbers mean that the student has transferred in the equivalent of Purdue’s *old* 2-semester sequence composition courses which we have kept “on the books” since 2003 in order to better determine how other universities’ course content is being transferred to the WL campus. This practice, however, may change in the next year because the Office of the Registrar needs to retire the 10100, 10200, and 10300 course numbers. In the meanwhile, we are still using the old 10100 and 10200 course numbers as a way to determine what level of composition instruction students have had.

The following brief descriptions should help you understand the content of the courses as they are currently transferred to Purdue so that you may best advise students concerning course prerequisites.

### **The student and advisor must observe any prerequisites for higher-level writing courses in the student’s plan of study.**

- **ENGL 10100 (Composition 1):** The content of this course covers writing basics: expository, narrative, and argumentative essays.

**NOTE:** In some cases, a single 3-credit hour composition course (like ENGL 10100) does not fulfill the prerequisites of other writing courses or for program requirements. Students and advisors should pay close attention to these prerequisites. As an example, the following statement comes from the Professional Writing Purdue Course Guide ([guide.rhetorike.org](http://guide.rhetorike.org)):

Students who have transferred credit(s) for English courses, usually 101 [Composition 1], sometimes ask ICAP and PW staff to accept those credits as fulfillment of Purdue’s first year writing requirement. Our courses, the four-credit English 106 and its accelerated three-credit equivalent 108, were developed with the specific needs of Purdue’s students in mind. While we recognize that AP, bridge program, and dual enrollment courses have value, they do not include key curricular elements of 106 and 108, namely our focuses on

information and technological literacy, group work, and research methods. That is, transfer credits prove students are prepared for the advanced first year writing curriculum offered at Purdue and students might consider enrolling for the accelerated class, ENGL 108.

For this reason, we cannot approve requests to recognize ENGL 101 [Composition 1] alone as fulfilling Purdue's first-year writing requirement. Nor can we waive the first-year writing pre-requisite for students who wish to take PW courses, even if they have earned credit for English 101 and/or similar courses.

- **ENGL 10200 (Composition 2):** Students who have taken this course, the second of a 2-semester sequence, already have a background in writing narrative, argumentative, and expository essays. ENGL 10200 focuses on research, information literacy, documentation and citation, and writing research papers in addition to some multi-genre/multi-modal composing.
- **ENGL 10300 (Accelerated Composition):** This course number is reserved for composition courses that cover the content of ENGL 10600 in a single semester. The designation of 10300 indicates to advisors that the student has transferred a three-credit hour course that should otherwise match the content of Purdue-WL's ENGL 10600. **NOTE:** this course is now determined to have the same content as ENGL 10800.

In addition, you may see on a student's transcript ENGL 10600 (4 credits) *and* ENGL 1XXXX (2 credits). That means the student has taken at the same university the equivalent of Purdue's old ENGL 10100 *and* 10200 (each for 3 credits).

If the student takes courses that have not been evaluated as having similar outcomes as ENGL 10100, 10200, 10300, 10600, or 10800, the courses will transfer as English undistributed (ENGL 1XXXX). Many times, courses evaluated as ENGL 1XXXX are not even writing or composition courses.

#### *Dual Credit*

Students who have taken a composition course in-state as dual credit *may* receive college credit if they earned at least a C- in the course and send their official college transcript to the Office of Admissions for evaluation. The course(s) may be distributed as ENGL 10100, 10200, 10300, 10600, 10800, or as undistributed credit. The Office of Credit Evaluation maintains a list of Dual Credit programs. Students who have taken a composition course out-of-state as dual credit *may* receive college credit *only* if the course was taken on a college campus.

Students who have taken dual credit composition courses that transfer to Purdue as either undistributed credit or as ENGL 10100 should consider taking ENGL 10800 to complete any composition requirements for their program, to fulfill any course prerequisites, or to fulfill the university core requirement.

#### *Regional Campus Transfer Equivalencies*

On student transcripts you may see various composition course numbers from Purdue's regional campuses. Please use the following equivalencies for Regional Campus Transfers.

- **Purdue Calumet | Purdue Northwest  
(Now merged with PNC as Purdue University Northwest/PNW)**  
*ENGL 10000* (4 credits) is a developmental composition course. It is NOT equivalent to PU-WL's ENGL 10600, 10100, 10200, 10300, or 10800.  
*ENGL 10400* (3 credits) is the first semester of a 1st-year composition sequence and is equivalent to PU-WL's ENGL 10100 (Composition 1).  
*ENGL 10500* (3 credits) is the second semester of a 1st-year composition sequence and is equivalent to PU-WL's ENGL 10200 (Composition 2).
- **Purdue North Central | Purdue Northwest  
(Now merged with Calumet as Purdue University Northwest/PNW)**  
*ENGL 10000* (4 credits) is a developmental composition course. It is NOT equivalent to PU-WL's ENGL 10600, 10100, 10200, 10300, or 10800.

*ENGL 10100 or 10400* (3 credits) is the first semester of a 1st-year composition sequence and is equivalent to PU-WL's ENGL 10100 (Composition 1).

*ENGL 10200 or 10500* (3 credits) is the second semester of a 1st-year composition sequence and is equivalent to PU-WL's ENGL 10200 (Composition 2).

Purdue North Central and Purdue Calumet are now Purdue Northwest (PNW). As of Fall 2018, Purdue North Central uses Calumet's composition course numbers (ENGL 10400 and ENGL 10500).

- **Purdue Fort Wayne\***

*ENG W115 and ENG W116* are now listed in the PFW course catalog as ENGL 11500 and 11600. They are basic English Comp I & II courses for non-native speakers of English. These courses are considered developmental at PFW, and do **not** count toward any PFW degree program. Students study vocabulary, word order, idioms, and they write very short papers.

*ENG W129* (3 credits) is designed for students who need additional instruction with writing for an academic audience. These students require a 2-semester sequence of writing instruction to complete IU's composition outcomes.

*ENG W131* (3 credits) is now listed in the PFW course catalog as ENGL 13100 and is equivalent to PU-WL's ENGL 10100 (Composition 1).

*ENG W233* (3 credits) is now listed in the PFW course catalog as ENGL 23300 and is equivalent to PU-WL's ENGL 10200 (Composition 2).

*ENG W140* (3 credits) is now listed in the PFW course catalog as ENGL 14000, Elementary Composition Honors, and should be considered equivalent to PU-WL's ENGL 10800.

\*Prior to Fall 2018, Purdue Fort Wayne was known as Indiana Purdue Fort Wayne (IPFW). The PFW composition course numbers resemble the old IU course numbers.

**CAUTION:** The PFW course catalog contains ENGL course numbers that appear similar to our composition course numbers, but are actually literature courses: 10101, 10201, 10301, 10302, and 10801 are NOT composition courses. These courses are not writing courses and will not fulfill the prerequisites for upper level writing courses.

*Purdue/IU Composition Equivalencies*

**[Effective for students who have taken these courses beginning Fall 2015]**

According to the IU/Bloomington Composition Coordinator, the IU campuses have spent the last 5 years coming to an agreement concerning W131: all W131 courses must align with IUB & IUSB's outcomes. Although some campuses still offer W132, that course will now transfer to the Bloomington campus as undistributed credit. Therefore, what IU says is equivalent to their W131 should be considered equivalent to Purdue's ENGL 103 (soon, this credit will be articulated as ENGL 10800, not 103). **The exception is IU Kokomo which maintains the 2-semester composition sequence.**

<b>IU Campus</b>	<b>Previously Accepted As</b>	<b>Fall 2015 to the present Re-evaluated as:</b>
<b>IU Bloomington</b> ENG-W131 ENG-W140 ENG-W240 ENG-W270 ENG-W350	= ENGL 103 = ENGL 1XX = ENGL und = ENGL 103 = ENGL 304	= ENGL 10300 <sup>oo</sup> = ENGL 10800 = ENGL 2XX = ENGL 2XX = ENGL 30400
<b>IU South Bend</b> ENG-W131 ENG-W140 ENG-W350	= ENGL 103 = ENGL 108 = ENGL 304	= ENGL 10300 <sup>oo</sup> = ENGL 10800 = ENGL 30400
<b>IU Kokomo</b> ENG-W131 ENG-W132 ENG-W350	= ENGL 101 <sup>o</sup> = ENGL 102 <sup>o</sup> = ENGL 304	= <b>ENGL 10100</b> = <b>ENGL 10200</b> = ENGL 30400
<b>IU Northwest (Gary)</b> ENG-W131 ENG-W132 ENG-W140 ENG-W350	= ENGL 101 <sup>o</sup> = ENGL 102 <sup>o</sup> = ENGL 1XX = ENGL 304	= ENGL 10300 <sup>oo</sup> = Course not offered = ENGL 10800 = ENGL 30400
<b>IU Southeast (New Albany)</b> ENG-W131 ENG-W132 ENG-W270 ENG-W350	= ENGL 101 <sup>o</sup> = ENGL 102 <sup>o</sup> = ENGL 103 = ENGL 304	= ENGL 10300 <sup>oo</sup> = Course not offered = ENGL 2XX = ENGL 30400
<b>IU East (Richmond)</b> ENG-W131 ENG-W132 ENG-W270 ENG-W350	= ENGL 101 <sup>o</sup> = ENGL 102 <sup>o</sup> = ENGL 103 = ENGL 304	= ENGL 10300 <sup>oo</sup> = Course not offered = ENGL 2XX = ENGL 30400
<b>IUPUC (Columbus)</b> ENG-W131		= ENGL 10300 <sup>oo</sup>
<b>IUPUI /Indianapolis<sup>oo</sup></b> ENG-W1300 ENG-W1310 ENG-W1320 ENG-W1400 ENG-W1500 ENG-W270 ENG-W3500	= no credit (developmental) = ENG-W1310 = ENG-W1320 = ENGL-W1400 = ENG-W1500 = (new) = ENG-W3500	= no credit (developmental) = ENG-W1310 (ENGL 10300) <sup>oo</sup> = Course not offered = ENG-W1400 (ENGL 10800) <sup>oo</sup> = Course not offered = ENG-W270 = ENG-W3500 (ENGL 30400) <sup>oo</sup>

<sup>o</sup>When the equivalents to ENGL 101 AND 102 taken at the same university transfer to Purdue, the credit should be considered and/or shows up on student transcripts as ENGL 106 + 2 undistributed credits.

<sup>oo</sup>IUPUI/Indianapolis' course numbers will show up on PU transcripts as IU course numbers. The chart indicates in parenthesis what PU course would be considered equivalent.

<sup>ooo</sup>All ENGL 10300 credit will soon be articulated as ENGL 10800. This change will be made to next year's guide.

## Other Credit Policies

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Guidelines on the Office of the Provost's website state that, "...the UCC currently recognizes transfer credit (TR) and credit by examination (CR) as meeting foundational outcomes. The UCC does not recognize departmental credit (DC) or exemptions (EX) as meeting foundational outcomes". See the [Advisor Guidelines](#) for the core curricula on the Office of the Provost's website.

### *Test-out/CLEP*

There is no test-out available for First-Year Composition. There is no English Composition credit for the CLEP (College-Level Examination Program).

### *Retake Policy for Composition Courses*

Students who take ENGL 10800 and then take ENGL 10600 (and vice versa) will receive the grade and credit for BOTH classes. The *ICaP Advisor's Guide* did not reflect this policy change until Spring 2017, so if between Fall 2013-Spring 2017 you advised a student in good faith to take ENGL 106 and 108 expecting one course to replace the other's grade and credit, please contact Linda Haynes.

- The policy of the Registrar is that if two courses are not equivalent courses, one should NOT replace the other's grade and credit.
- ENGL 10100, 10200, 10300, 10600 and 10800 are NOT equivalent courses.
- None of these courses are repeatable for credit.

### *AP Credit*

Students beginning at Purdue in Fall 2005 and thereafter must receive an AP Credit score of 4 or 5 on the English Language and Composition exam in order to receive credit for ENGL 10600.

### *Exemptions*

Because the UCC does not recognize exemptions as meeting foundational outcomes, most colleges no longer offer exemptions for composition. However, some colleges may still offer them to students who have used other courses to meet the Written Communication and Information Literacy learning outcomes. The criteria for exemption from First-Year Composition are determined by individual schools or colleges. ICaP suggests that students with SAT Critical Reading scores no lower than 710 (or ACT 32) be considered for exemption; however, standardized test scores are not the best indicator of a student's writing ability.

To initiate an English Composition exemption:

1. Use a Form 350. Check the box for Exemption (item 6).
2. Fill in the top line (student name, ID, etc.)
3. Fill in the Subject and Course number, title, and credit lines. The exemption should be for English **10800** (NOT 10600), and the title is "Accelerated First-Year Composition" for 3-credit hours.
4. Attach the appropriate documentation to the form as required by the college or program.
5. The form must be signed by the academic advisor and the Dean (or the Dean's designee).
6. Send the form to the Office of the Registrar.
7. **Note:** According to the University Common Core Council, exemptions do not indicate that students have mastered the associated learning outcomes. Effective with Fall 2014 and beyond, exemptions will not be allowed for meeting foundational learning outcomes.

### *Directed Credit/Departmental Credit Without Examination (Portfolio Review)*

Departmental Credit Without Examination will be awarded only under special circumstances. In order to receive credit, students must have performed writing *above* the First-Year Composition level. Students

<sup>1</sup> This policy was developed with representation from the Provost's Office, the English Department, Head Advisors, and the Office of Admissions (February 21, 2003). It was revised by Doug Christiansen, VP Enrollment, and Shirley Rose, Director of Composition, on February 3, 2004.

will be required to submit work that includes the original instructor's comments. For more information on special cases, please contact the Assistant Director of Composition/Student Concerns.

**Note:** According to the University Common Core Council, department credit does not indicate that students have mastered the associated learning outcomes. Effective Fall 2014 and beyond, department credit will not be allowed for meeting foundational learning outcomes.

### **Grade Appeals/Reviews**

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Students who believe the grades they received in an ENGL 10600, 10800, or 30400 course are not accurate reflections of their performance in the course should first consult the instructor who gave the grade. If the student and instructor cannot come to an agreement, the student may then request a grade review from Linda Haynes, Assistant Director of Composition/Student Concerns.

The student must first request grade review documents from the ICaP office in Heavilon 302 or by emailing ICaP secretary, Joy Kane ([jakane@purdue.edu](mailto:jakane@purdue.edu)). The student will need to fill out the Grade Review Form and submit all of their graded work from the semester (with the instructor's original comments and grades) along with any other supporting documentation. The student should submit the completed form and packet of materials to the ICaP secretary in Heavilon 302.

Students with grade concerns who are enrolled in ENGL 10600-I must see the ESL Coordinator, Harris Bras/[hbras@purdue.edu](mailto:hbras@purdue.edu).

If after the grade review process the student is still not satisfied with the outcome of their grade, the student may take the case to the college level. CLA grade appeal information is located at [cla.purdue.edu/resources/policies-procedures/students/gradeappeals.html](http://cla.purdue.edu/resources/policies-procedures/students/gradeappeals.html).

### **The Writing Lab**

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The Writing Lab offers a variety of free services to undergraduate and graduate students in any department or any course. Students can receive feedback—in person or online—on any writing project, in any stage of the writing process, whether they need a sounding board for ideas, want advice on how to reorganize a paper, need help polishing, or are putting together job application materials. Consultants work with students in one-to-one sessions, and together they focus on particular assignments, questions, or problems that students have with their writing. The Writing Lab also offers workshops on various writing topics, holds daily conversation groups for international students and scholars, and offers online writing support materials 24/7 at [owl.purdue.edu/owl/purdue\\_owl.html](http://owl.purdue.edu/owl/purdue_owl.html) and on our Youtube channel at [youtube.com/user/OWL\\_Purdue](http://youtube.com/user/OWL_Purdue).

The Writing Lab's main location in 226 Heavilon Hall offers consultations 9:00 AM - 6:00 PM on Monday through Thursday, and 9:00 AM - 1:00 PM on Friday (with modified hours in the summer). During the fall and spring semesters, same-day evening appointments are available several nights per week in various locations. Students can visit [cla.purdue.edu/wlschedule](http://cla.purdue.edu/wlschedule) to make in-person or virtual appointments, register for workshops, or sign up for conversation groups. For more information, please call 494-3723 or visit [owl.purdue.edu/writinglab/the\\_writing\\_lab\\_at\\_purdue.html](http://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html). We post updates and announcements on Twitter and Facebook.

**Appendix A: For Students and Advisors**  
**Guidelines for Directed Self-Placement for ENGL 106 (106, 106I, 106R, 106Y)**



Most students enroll in English 10600 or 10800 in either Fall or Spring of their first year. Your academic advisor may have specific suggestions on which class you should take for your program. However, the following guidelines may help you determine the appropriate composition placement for you.

You should consider enrolling in **English 10600, First-Year Composition, (4 credits)** if:

- You think you would benefit from having frequent individual conferences in which you discuss your writing projects with your writing instructor;
- You welcome the chance to develop your writing and research skills in a computer lab classroom;
- Establishing a solid academic foundation for college work is important to you.

You are eligible to enroll in **English 10600-I, First-Year Composition-INT, (4 credits)** if:

- Your TOEFL total score is 101 or above OR IELTS is 8.0 or above AND your TOEFL writing subscore is 26 or below OR your IELTS writing subscore is 6.5 or below.
- You have completed the PLaCE program (ENGL 11000 and ENGL 11100)
- English has not been the medium of instruction for most of your education prior to enrolling at Purdue University
- You can read difficult passages in English but are likely to need extra time and experience difficulty with a heavy reading load

You will only be allowed to register for ENGL 10600-I if your test score(s) are:

- TOEFL writing: 26 and below
- IELTS writing: 6.5 and below

If you are a student whose second language is English and you do not have TOEFL or IELTS scores, you should request ENGL 110 on your course selection. If you feel you have compelling evidence to show you have the proficiency to be exempt from this requirement, you may contact PLaCE ([place@purdue.edu](mailto:place@purdue.edu)) and request an English Proficiency Interview (EPI). Evidence would include a significant amount of time in the US school system.

Please consult with your academic advisor about placement in ENGL 10600-I or ENGL 110/111. For more information about any of the English courses for non-native speakers, please contact Harris Bras, Coordinator of ESL Composition by email ([hbras@purdue.edu](mailto:hbras@purdue.edu)).

You should consider enrolling in **English 10600-R, First-Year Composition-LC, (4 credits)** if:

- You have talked with your academic advisor and are part of a Learning Community associated with an “R” section of ENGL 10600.

You should consider enrolling in **English 10600Y, First-Year Composition Online, (4 credits)** if:

- You have strong time management skills
- You are confident in your writing skills.
- You are prepared to spend several hours per week watching video content, reading, researching, writing, revising, and engaging in collaborative activities online.
- You have the appropriate computing software and hardware.
- Please visit <https://icap.rhetorike.org/online106/> for more information and a sample syllabus.

Any version of English 10600 or 10800 will fulfill both the Written Communication and the Information Literacy requirements on the University Common Core (UCC).

## Appendix B: For Students and Advisors Guidelines for Directed Self-Placement for ENGL 108 (108, 108R, 108S)



In response to the recent Council of Writing Program Administrators (CWPA) external review of our program, requests from CLA Dean David Reingold, and increased demand for new partnerships with English, we are offering more sections of English 108 and diversifying our approaches to it.

We are eager to help advisors promote **English 10800, Accelerated First Year Composition**, more widely as a viable alternative for English 10600.

### About English 10800

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- English 10800, at 3 credit hours, is still an accelerated version of English 10600 (4 credit hours), and it has the same outcomes as English 10600.
- English 10800 meets either two or three times a week (MWF or TR schedule). Unlike English 10600, there are no scheduled conferencing days.
- English 10800 is usually best for students confident in their writing and comfortable with an accelerated, less managed approach.
- English 10800 is *not a good fit* for Second Language (L2) students who feel they need more help learning English and becoming familiar with American academic approaches to writing.
- Some sections of English 10800 will still be taught with the Service Learning/Community Engagement approach. These sections are indicated in the Class Schedule Listing: “...and community service. Students can expect to engage in some local community activities outside the classroom.”

### You should enroll in English 10800 (3 credits) if:

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- You usually understand a teacher’s instructions the first time and rarely need for them to be repeated or explained;
- You have fluent control of discourse conventions such as sentence structure, punctuation, spelling, and mechanics;
- You will seek out help on your own—such as visiting the Writing Lab or attending your instructor’s office hours—when you need it;
- You usually try to exceed your instructor’s expectations;
- You are interested in **engaging in public writing and community service** (if so, register for the English 10800-S sections)
- You enjoy the challenge of an accelerated course;
- You believe you are well-prepared for college work.

If you are interested in engaging in public writing and community service, make sure you register for the English 10800-S section. These sections, devoted to service learning, are a good fit for students planning on majoring in pre-med, nursing, health care, social services, political science, or any area that involves service to others.

### Three versions of English 10800

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All three versions of English 108 have the same outcomes.

- 10800: mainstream
- 10800–S: Service Learning/Community Engagement. Sections of English 10800 which use a service learning or community engagement approach will be tagged with “S” (e. g. “English 10800-S”).
- 10800–R: Learning Community. English 10800-R will be used by select Learning Communities where a 4 credit hour course would be difficult to schedule and where content is tightly focused, facilitating acceleration. ENGL 10800-R is not offered Fall 2019 or Spring 2020.

## **English 10800 Frequently Asked Questions**

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Meetings with the Purdue advising community suggested the following questions about English 10800.

### **Is English 10800 more difficult than English 10600?**

No, but because it meets less often, without regular instructor-student conferencing sessions, student success in English 10800 requires (a) more self-efficacy and self-regulation; (b) strong writing skills and/or prior writing experiences, and/or (c) focused content.

### **In the past, a minimum SAT score was recommended. Is that still the case?**

No. We're in the process of scrubbing those recommendations from our websites and university documents. We received many questions about this requirement over the years and were asked to explain or "exempt" it often. Many students noted they felt the SAT was not reflective of their writing skills and experience — and we acknowledge the research which has questioned its value as well.

This is not to say anyone should take 10800, but to shift the conversation to skills, experience, self-confidence, and self-regulation rather than test scores.

### **Is English 10800 a good fit for second or third year students?**

Absolutely. These students have knowledge of the Purdue community which can help ensure their success, especially in 10800–S.

### **Will English 108 be offered online?**

With support from CLA and Digital Education, we have developed an online version of English 10600. We hope to extend this work to English 10800 in the future.

### **What are the differences between ENGL 10600 and ENGL 10800?**

English 10600 (4-credits) is the regular First-Year Composition course that many students take. English 10800 (3-credits) is officially titled, "Accelerated First-Year Composition" and has the same learning outcomes as English 10600. English 10800 meets either two or three times a week and has no conferencing component built into the schedule; therefore, students are expected to have some writing confidence as well as self-efficacy. This course is perfect for students who have transferred in only an English 10100 equivalent, but who need the rest of the information literacy, academic writing, research experience, and multi-media writing not offered in English 10100.

### **We welcome more questions**

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Please contact either of us if we can help you make decisions about placing students in ICaP writing courses, or if you'd like us to visit your unit for a Q&A session.

- Bradley Dilger, Director, [dilger@purdue.edu](mailto:dilger@purdue.edu)
- Linda Haynes, Assistant Director, [lhaynes@purdue.edu](mailto:lhaynes@purdue.edu)

Feel free to call our office 765-494-3730 with your questions or to schedule an appointment. See <http://icap.rhetorike.org/> for more materials.

Either English 10600 or 10800 will fulfill both the Written Communication and the Information Literacy requirements on the University Common Core (UCC).



## Information about PLaCE Foundational Courses and Short Courses

Purdue Language and Cultural Exchange (PLaCE) supports international students who have learned English as a second language, and who will benefit from language and cultural support as they adjust to life at a U.S. university. The mission of PLaCE is to provide a strong instructional and assessment program in order to help participating undergraduate and graduate students to develop the academic, linguistic and cultural competencies needed to participate in university life and to compete for graduate school and employment opportunities.

The PLaCE program consists of three instructional components for Purdue students:

**English 110: American Language and Culture for International Students I** provides students with a foundation for increasing their intercultural competence and academic language skills. In addition to three major projects and related class and homework, students complete weekly journals and video blogs, in which they explore course topics and practice writing and speaking skills. Specific topics and skills addressed during English 110 include self-regulated learning, goal setting, creative thinking, collaboration and teamwork, reflection, sentence and paragraph writing, and speaking and reading fluency.

**English 111: American Language and Culture for International Students II** builds on the general foundation of intercultural competence and language skills in 110 by delving into more specific elements of language and culture. Students complete three major projects, weekly journals, and a range of activities in and out of class. Specific topics and skills addressed during English 111 include conceptual learning, critical thinking, reflection, source use and citations, oral presentation skills, collaboration, and developing an effective writing process for learning and communication in an academic setting.

**PLaCE Short Courses** provide additional options for support in English language development and will be open to all international undergraduate and all graduate students. Short courses are non-credit bearing six-week-long courses (shorter than a full semester). Previously offered short courses include: Speaking and Listening: Pronunciation and Prosody; Speaking and Listening: Public Speaking; Speaking and Listening: Social Language Use, and Academic Writing: Focus on Grammar.

### Placement Protocol International Students

ENGL 11000 1 <sup>st</sup> semester ENGL 11100 2 <sup>nd</sup> semester	ENGL 106i	ENGL 106
TOEFL iBT total $\leq 100$	TOEFL iBT total $> 100$ and TOEFL iBT writing $< 27$	TOEFL iBT total $> 100$ and TOEFL iBT writing $\geq 27$
IELTS overall $\leq 7.5$	IELTS overall $> 7.5$ and IELTS writing $< 7.0$	IELTS overall $> 7.5$ and IELTS writing $\geq 7.0$
No TOEFL or IELTS scores	ENGL 11000 and ENGL 11100 or Exemption	ENGL 11000 and ENGL 11100 or Exemption

Detailed course information is available on the PLaCE website: <http://www.purdue.edu/place/> or by emailing: [place@purdue.edu](mailto:place@purdue.edu)