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Office Hours: Mondays 1:30-3:00 [via Zoom](#)
(and by appointment)
Course Website: Brightspace

English 10800-044-20037
First-Year Composition
Rhetorics of Science &
Medicine
Spring 2021
3:30-4:20 pm

All class meetings will be held virtually over Zoom: <https://purdue-edu.zoom.us/j/99641876549?pwd=MkNTRFZrRDk4R21FUXFLTm5qTUeVUT09>

After Week 1, you will meet virtually with me and several other students once a week in the below pattern. In these meetings we will focus on some writing or research-related activity. To supplement these once-weekly meetings, lectures will be posted by class time every Monday, Wednesday, and Friday. These lectures will hold the majority of course content—please be sure to watch them!

Monday	Wednesday	Friday
6-7 students	6-7 students	6-7 students

A hybrid course is different from a completely face-to-face course in many ways, and it is crucial to your success that you remain an active participant throughout the entirety of the course. In a hybrid course, you will be in regular contact with your instructor and classmates through email, discussion boards, and web conferencing. It is therefore required that you check your email regularly, maintain open channels of communication with your instructor and your classmates, and ask questions when you have them. You can't fade into the background in this course: you must participate in all course modules in order to pass. If you find yourself struggling to engage and keep up with the material, reach out to your instructor as soon as possible.

Hybrid English 108 is a writing-intensive, 3-credit course and will require strong time management skills. You will need to commit several hours per week to reading, researching, writing, revising, and engaging in collaborative activities. Do not let yourself fall behind on course material, as it is very difficult to catch up. I recommend that you maintain a calendar and to-do list for the class, schedule time each week to complete assignments and projects, and use a digital file management system like One Drive, Dropbox, Google Drive, or Box to organize your course materials.

Course Description and Expected Outcomes

English 108 is an accelerated, 3-credit hour version of English 106 which does not include regularly scheduled student-instructor conferences. The course provides students with the opportunity to interpret and compose in both digital and print media across a variety of forms. Students engage in active learning, which includes class discussion, learning in small groups, problem solving, peer review, and digital interaction. English 10800 is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. In short, writing is a way of learning that spans all fields and disciplines.

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

Teaching Philosophy

Now more than ever, it is important to take a critical eye to the information we consume. What is being argued? Who is doing the arguing? What can we read as the truth? In this class, we will learn to examine not only what people are saying but how they are saying it. We will practice and build the tools needed for your toolboxes to interact with the written word both in the academic world and in your life beyond college.

Required Texts

In this course, we will use the following textbook as well as supplemental materials and articles that will be provided on Brightspace during the appropriate unit.

The Allyn and Bacon Guide to Writing, 8th edition by Ramage, Bean, and Johnson, 2018 (ISBN 978-0134424521) (about \$40 for the print rental; \$30 for the ebook. The ISBN links to the rental edition.)

I expect you to have access to your books every day, along with a writing utensil and paper for taking notes.

You must also have the following materials:

- a flash drive or other storage device and/or cloud storage;
- a notebook and a writing utensil to take notes during class.

I value our time together in the (virtual) classroom, and I appreciate when you come to class prepared and ready to work together.

Professional Ethos: Establishing Credibility as a Student

You need to present yourself professionally and as a serious student in class. This is part of your professional ethos. You need to be aware of how your behavior affects others and how others perceive you based on your behavior. Your professional ethos follows you beyond the classroom, so learning about how to behave in class now can help you even when you are interviewing for a job in four years.

You will earn a professional ethos grade at the end of the semester based on how well you engage in class discussion, actively participate in activities, show up prepared to class, remember to notify me of absences, ask for help when needed, stay on track by not web-surfing or texting during class, remember to staple your papers, et cetera. I will provide a rubric so that you have the chance to improve your grade before the end of the semester.

If you do not feel comfortable talking in class, please consider using Zoom's text chat instead! I will have it open and will check it periodically to make sure I catch any contributions made via text.

Description of Assignments

Project 1: Rhetorical analysis: You will choose an academic article from your major field (or field of interest if you are in exploratory studies) and analyze how its arguments are argued by its author(s), paying particular attention to the rhetorical strategies employed.

Project 2: Literature review: You will choose a topic within your major field (or field of interest) and report on the major arguments and conversations within the scholarly community.

Project 3: Research paper: You will take the research done in your literature review and write a research paper that supports an original argument of your own.

Project 4: Multimodal project: You will transform your research paper into a different medium of your choice, such as a research poster or video essay.

In addition to these main projects, you will have a number of microassignments and activities to complete within each project. These assignments are designed to improve your writing, research, peer review, and design skills. They will also include quizzes designed to ensure you're understanding the material we cover. These quizzes are not designed to trick you!

At the end of the semester, you'll compile all of your major projects into a final portfolio that shows your development as a writer and how you've met ICaP's learning outcomes. You will receive more information on this later in the semester, but until then, make sure you **save everything**. You will be required to submit first and final drafts of every project, so make sure you put them in a secure place (and consider backing them up either on cloud or physical storage).

Grades and Grading

Grade breakdown	Approximate word count	Percentage toward final grade
Project 1: Rhetorical analysis	750-1000	15%
Project 2: Literature review	750-1000	15%
Project 3: Research paper	1500-2000	20%
Project 4: Multimodal project	1500-2000	20%
Microassignments	3000-5000	10%
Portfolio	1000	10%
Professional ethos	-	10%
Total	7500-12000	100%

Over the course of the semester, you will compose 7,500-11,500 words of polished writing (or 15,000-22,000 words including drafts).

Each unit will require written pieces that support the final product of the unit, and many of these pieces will be graded as part of the project. You will have an assignment sheet and a rubric for each main unit that will tell you how your projects will be assessed. Expect to hand in pre-writing, drafts, proposals, microassignments, and other written pieces during the project as part of your overall grade.

Description of Grades

I will assign your individual and final grades using a +/- system. Here's the meaning behind the grades I'll use (you can use these statements as clues about how you might work toward a higher grade):

A work: [90-92 = A-, 93-96 = A, 97-100 = A+]—You did what the assignment asked at a high-quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed above for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style. The work shows that the writer has considered his/her own position and responds to that position (or new idea) well.

B work: [80-82 = B-, 83-86 = B, 87-89 = B+]—You did what the assignment asked of you at a high-quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design. The work may point out other texts' difficulties or complex ideas, but it does nothing further with this information.

C work: [70-72 = C-, 73-76 = C, 77-79 = C+]—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable. The work may clearly restate the ideas or project of another text, but it tells me nothing new or makes no new connections. This is average work.

D work: [60-62 = D-, 63-66 = D, 67-69 = D+]—You did what the assignment asked at a low level of quality. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic. Work in this grade range indicates a misunderstanding of the level in which academic writers must perform and the demands that readers of academic writing have of you.

Failing work [= Below 60]—I usually reserve a grade of F for people who don't show up, don't do the work, or don't put effort into their work. If you give an assignment an honest try, I doubt you would receive an F.

Assignments and Format Guidelines

Please make sure all of your work is proofread and formatted correctly. For everything except your posters, please use a 11- or 12-point serif font (no Calibri, please!). Your papers must be double spaced with 1" margins. We will primarily be using APA style in this class, which we will talk about in more detail later in the semester.

Unless otherwise noted, **assignments will be due at 11:59 pm**. You will need to submit an electronic copy of your assignment to our course's dropbox on Brightspace. Please make sure your last name is in your electronic copy's filename, to make it easy to identify your document. Files should be submitted as Word docs or PDFs, unless otherwise specified. I have a PC and can't open Pages files! We will be working with other programs later in the semester—I don't expect and don't want you to send me a PowerPoint as a Word document. I will occasionally ask that you bring in a paper copy for in-class revisions. Failure to submit a document in the specified document format will result in a 0 for the assignment.

ENGL 108 Course Policies

E-mail Etiquette

I will occasionally send emails to the course list, so please check your email! All communication must come through your Purdue account. Every email should include a subject line, salutation, and signature. If you're sending an attachment, please make sure you make a note of it in the body of the text so I know what I'm opening.

I will do my best to respond to any emails within 24 hours. Please don't email me at 3 am and expect an immediate response, especially the day before a paper is due!

Technology Policy

It can be very hard to focus in Zoom classes with the entire internet just a click away. With that in mind, non-Zoom-related technology is welcome in the classroom as long as it contributes directly to the focus of the course (note-taking, viewing course documents/articles, free writing, etc.). Please refrain from using the social media functions on your digital technology unless it's part of a lesson.

Please make sure your cell phone is silent or put on vibrate while you are in class. I do not want you to be distracted during class by checking your phone every time it vibrates, but I realize that it's possible for you to have an emergency call. Therefore, I'm asking that you use discretion, be mature and responsible, and show that you can exhibit professional ethos during class.

Camera Policy

I understand that you may not wish to share your living space with the rest of the class. You have the right to keep your camera off. I would encourage you, however, to turn your camera on if you feel comfortable. If you do not feel comfortable turning your camera on, please upload a picture of yourself to Zoom so both I and your classmates can put a face to your name.

Grammar and Spelling Problems

First-Year Composition is a course in writing instruction, and as such, will include some attention to grammar, mechanics, and other sentence-level concerns. We will also discuss and practice writing in specific academic and professional styles which differ sharply from conversational English. Because the focus of the course is thinking and composing rhetorically, the time we can dedicate to sentence-level issues is limited. If you are concerned that your knowledge of academic English style, grammar, or mechanics may negatively impact your grade, please reach out to me. As your instructor, I can review your work and suggest additional resources for you.

Drafts and Revising

We will do some form of drafting and peer review for every major assignment in this class. This usually means that there will be a draft due a few weeks before the final due date. I expect you to revise material from feedback—both mine and your classmates'—and your own self-evaluations. Revision is a natural part of the writing process, and embracing it helps you become a better writer! As you revise, you will need to add material, cut extraneous information and words, reorganize your thoughts and arguments, develop your ideas more, and improve your style. In later drafts, I expect you to do more sentence level editing for style and to proofread your work carefully.

Missed or Late Work

You must submit your work on time. We will do a good deal of peer review in this course, and if your assignments are late, you will not receive the valuable feedback you need for revision nor the points associated with your handed-in drafts and peer reviews. Late work may be accepted under extenuating circumstances and only if you consult with me before the class period in which the work is due. **If you need an extension, you must ask at least 24 hours before the assignment is due** (and I will not always say yes). Otherwise, your grade will drop one-third of a letter grade per day late. An A paper will become an A- after one day, and after five days will be a C+.

With that said, if you find yourself overwhelmed and unable to complete an assignment, please come talk with me—but do so BEFORE the assignment is due. I expect you to do your best work and to turn work in on time, but I know that sometimes life happens.

Attendance

We cover a lot of material in this class. We will have multiple lectures a week (which you will need to watch on your own time) in addition to our once weekly meetings over Zoom. I expect a good deal of group work, discussion, and activity every time we meet, so your regular attendance and participation are vital to your success in this class. If you are unable to attend class, you must let me know—otherwise you will be counted as absent. I realize that sometimes you have illnesses or circumstances beyond your control, so I am allowing you four absences without attendance penalty. **If you miss more than four classes, your final letter grade will be lowered by one third letter grade per absence.** For example, if your final grade is an A- but you have missed five classes, your course grade will be a B+; if you miss 5 classes, your course grade will be a B, etc. **If you miss 10 or more classes, you will fail the course regardless of your final course grade.**

In addition, I please let me know *before class* via e-mail when you are not able to attend. I often schedule specific group activities, and I need to know how many students will be participating. Your absence can alter effective group activities. There are repercussions if you don't show up at a job without letting anyone know, so think of this class as preparing yourself for life after college.

I also expect you to take responsibility for what you miss in class. I will not come to you to tell you what you missed. I also will not answer an e-mail in which you ask, “Did I miss anything in class today?” **Yep, you did.** Likewise, I will not spell out everything you missed if you e-mail me the question, “What did I miss in class today?” Ask another student or come see me during office hours.

Remember, if you feel sick, follow the protocol found here: <https://protect.purdue.edu/what-to-do-if-you-are-sick/>. This protocol includes informing your instructor of your absence, and, more importantly, contacting the Protect Purdue Health Center 24/7 at 765-496-INFO (4636) or toll-free at 833-571-1043 by pressing ‘1.’

Tardy Policy

Sometimes we’re late. It happens. If you must arrive late, please join the meeting quietly and do your best not to disturb the other students.

However, if you are going to be more than twenty minutes late to class, please know that it will be marked as an absence.

University and Program Policies

You need to be familiar with the university and program policies found in the *Student Guide to ICaP*, located at icap.rhetorike.org/studentguide. During the first week of class, we will spend some time going over the policies in the guide.

COVID-19 Policies

Due to the ongoing COVID-19 pandemic, the [Protect Purdue Plan](#) along with the [Protect Purdue Pledge](#) are to be considered campus policy. The entire Purdue community must comply with these health and safety guidelines. Because this is an online course, policies related to face-to-face attendance do not apply. However, if you find yourself too sick to progress in the course, please notify me immediately via email. We will make arrangements based on the particulars of your situation.

Grief Absence Policy, Military Active Duty, Absences for Religious Observances

All official university regulations concerning absences can be found at this website:

http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

- If you have a death in the family, you (or your representative) should contact the Office of the Dean of Students. That office will then notify your instructors. Check the Greif Absence Policy on Purdue's website.
- If you are called up for active duty or mandatory military training, your commanding officer can provide the Dean of Students a copy of your orders. The Dean of Students may then contact your instructors; however, please let me know at the beginning of the semester if you expect to be absent for military duty.
- If you need to miss class for a religious observance, you must let me know a week in advance, minimize the length of your absence, and be flexible in arranging alternative times to complete the assignments you may miss.

Academic Integrity and Plagiarism

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.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

Plagiarism is the act of using another person's work and calling it your own. You can plagiarize by purchasing a paper from someone and handing it in as your work, by stealing another student's electronic file, by downloading someone's work from the Internet, by copying material from a book or magazine article without citing the source, by cutting and pasting material from websites, and by using another's ideas without proper attribution. When doing research, you need to take careful notes and attribute your sources meticulously; you can inadvertently plagiarize someone's material if you don't.

You should become familiar with the following websites related to Purdue's rules and regulations. Purdue University's Student Conduct Code at

http://www.purdue.edu/studentregulations/student_conduct/index.html

Purdue University's student regulations at

http://www.purdue.edu/studentregulations/student_conduct/regulations.html

The section on plagiarism is under Student Conduct, B, 2, a.

If you still have questions about what is and is not plagiarism, do not hesitate to ask me in class, in my office, or via e-mail.

The Purdue Honor Pledge

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the Purdue Honor Pledge: "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue."

Accessibility and Accommodations

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.

Diversity & Inclusion

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's nondiscrimination policy can be found at: purdue.edu/purdue/ea_eou_statement.html.

Student of Concern

The Office of the Dean of Students is committed to helping students succeed both in and out of the classroom. To this end, your instructor may contact ODOS by filing a "Student of Concern" Report, should they notice concerning behavior from you or your peers: missing classes, substance abuse, or other indicators of distress. This is not a disciplinary measure: reports are vetted by Purdue staff, and trained professionals contact students to offer help as needed. Anyone worried about friends, classmates, or co-workers is welcome to file reports. Learn more at purdue.edu/studentconcern/ or talk to your instructor for help.

Counseling and Psychological Services (CAPS)

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.



Campus Emergencies

We will spend some time during the first week of class discussing what to do in case of an immediate campus emergency. The website on Emergency Preparedness is at purdue.edu/ehps/emergency_preparedness/. 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 my control. Here are ways to get information about changes in this course.

- 1) Check the course website.
- 2) Check your e-mail.
- 3) E-mail me at myers379@purdue.edu

You are expected to read your @purdue.edu e-mail on a frequent basis. Not only will you receive important information from the university via e-mail, you will also receive a great number of reminders and updates from me.

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.

The Writing Lab

Besides seeing me during class 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 owl.purdue.edu/.

Class schedule

This schedule is approximate and is subject to change based on the needs of the course. You will be notified on the course website or by email of changes made to the policies or syllabus. But don’t worry—I will **never** move a due date for an assignment to an earlier date!

	Lectures (on Brightspace MWF)	In-class work (on Zoom M, W, or F)	Homework and due dates
Week 1: Jan 18-22	Syllabus Academic honesty Rhetorical situations	Syllabus check-in Introduction to rhetorical analysis assignment *Please note that we will meet as one large group on both Wednesday and Friday this week!	Reading: Allyn and Bacon Guide to Writing (AB): Chapter 1: “Posing Problems” Due: Quiz 1 due Friday 1/22 by 11:59 pm
Week 2: Jan 25-29	The rhetorical triangle Rhetorical appeals The writing process	Rhetorical analysis practice	Reading: AB Chapter 3: “Thinking Critically about Rhetorical Problems”; AB Chapter 4: “How Messages Persuade” Due:

	Lectures (on Brightspace MWF)	In-class work (on Zoom M, W, or F)	Homework and due dates
Week 3: Feb 1-5	Giving feedback Summary Responding to feedback	Peer review	Reading: AB Chapter 6: “Reading Rhetorically: The Writer as Strong Reader” Due: Quiz 2 due Friday 2/5 by 11:59 pm
Week 4: Feb 8-12	Literature reviews: the genre Literature reviews: the content Source finding	Introduction to literature review Source finding	Reading: AB Chapter 21: “Asking Questions, Finding Sources” Due: Rhetorical analysis due Monday 2/8 by 11:59 pm; Reflective memo due Monday 2/8 by 11:59 pm
Week 5: Feb 15-19	Synthesis Popular sources Source evaluation	Conferences READING DAY 2/17	Reading: AB Chapter 12: “Analyzing and Synthesizing Ideas” Due: Quiz 3 by Friday 2/19 by 11:59 pm
Week 6: Feb 22-26	Academic sources Openings and endings Genre	Understanding academic sources Creating a strong opening	Reading: AB Chapter 22, “Evaluating Sources”; Elisabeth Pain, “ How to (seriously) read a scientific paper ” (BS) Due:

	Lectures (on Brightspace MWF)	In-class work (on Zoom M, W, or F)	Homework and due dates
Week 7: Mar 1-5	Quotations Paraphrase APA citations	Citation practice	Reading: AB Chapter 23, "Incorporating Sources into Your Writing"; AB Chapter 24, "Citing and Documenting Sources" Due: Quiz 4 by Friday 3/5 by 11:59 pm
Week 8: Mar 8-12	APA formatting Catchup day	Peer review	Reading: Purdue OWL pages on APA 7 (BS) Due:
Week 9: Mar 15-19	Research papers Arguments Thesis statements	Introduction to research paper Thesis workshop	Reading: AB Chapter 14, "Writing a Classical Argument"; Belcher handout (BS) Due: Literature review due Monday 3/15 by 11:59 pm; Reflective memo due Monday 3/15 by 11:59 pm; Quiz 5 due Friday 3/19 by 11:59 pm
Week 10: Mar 22-26	Introductions Transitions Quotation refresher	Quotation workshop	Reading: AB Chapter 2: "Exploring Problems: Making Claims" Due:
Week 11: Mar 29-Apr 2	Abstracts Titles Conclusions	Title workshop	Reading: AB Chapter 18: "Strategies for Writing Closed-Form Prose" Due: Quiz 6 due Friday 4/2 by 11:59 pm

	Lectures (on Brightspace MWF)	In-class work (on Zoom M, W, or F)	Homework and due dates
Week 12: Apr 5-9	Multimodality Research posters Video essays	Introduction to multimodal project Multimodal brainstorming	Reading: AB Chapter 20, "Strategies for Composing Multimodal Texts"; Video essay (TBA) Due: Research paper due 4/5 by 11:59 pm; Reflective memo due 4/5 by 11:59 pm
Week 13: Apr 12-16	Visual rhetoric Podcasts Infographics	Multimodal analysis	Reading: AB Chapter 5, "Thinking Critically about Document Design, Visual Rhetoric, and Multimodal Messages"; Podcast episode (TBA) Due: Quiz 7 due Friday 4/16 by 11:59 pm
Week 14: Apr 19-23	Students' choice of multimodal genre Catch-up day	Peer review	Reading: TBA Due:
Week 15: Apr 26-30	Reflective writing	Reflective writing	Reading: AB Chapter 26, "Using Reflective Writing to Promote and Assess Learning" Due: Multimodal project due Monday 4/26 by 11:59 pm; Reflective memo due Monday 4/26 by 11:59 pm
Finals week: May 3-7			Due: Portfolio due Monday 5/3 by 11:59 pm