EDUC 311: SCHOOLING IN A DIVERSE SOCIETY

Southern Illinois University Carbondale
College of Education and Human Services
Department of Educational Administration and Higher Education

Fall 2013, Sections 1 & 3
Name, Instructor
nitokazu@siu.edu / Pulliam Hall 129A/ Mailbox in Pulliam 131
Office Hours: M & F 12:00-2 pm & W 8:00-10:00 am

Terri S. Wilson, Assistant Professor & EDUC 311 Course Coordinator
wilson@siu.edu / Pulliam Hall 127C / 618.453.7309 office
Office hours by appointment in Fall 2013

COURSE DESCRIPTION

This course explores the intersections between education, democracy and diversity in American schooling. It introduces students to key philosophical, sociological and political questions in education and asks students to critically examine the role of education in a diverse and pluralistic democracy. Students will examine the relationship between democracy and education, including how educational institutions and practices might be structured democratically. Students will develop an awareness of race, ethnicity, class, gender and other lines of difference, and explore how schooling might be structured in ways that build equity and justice. Throughout the course of the semester, we examine some of the following questions:

- What are the purposes of schooling in a diverse and democratic nation?
- How are these purposes reflected in different pedagogical strategies and choices?
- How do issues of gender, race, ethnicity, and class impact educational practices?
- How might schools and curriculum address issues of diversity?
- What is the relationship between diversity, democracy and education?
- What are the civic, moral and democratic purposes of education?
- What role should schools play in fostering justice and equity?
- What are the moral and ethical responsibilities of teachers?

We will explore these questions and issues through three central lenses: interpretive, critical, and normative. We will begin interpreting educational issues, asking how we might understand the nature of an issue or problem. We will then view these issues critically, looking at how problems are shaped by political and social forces. Finally, we will examine the normative dimension of issues, asking what we—as democratic citizens and prospective educators—ought to do about such issues and how education should be structured and to what ends.

COURSE OBJECTIVES

Upon successful completion of the course, students will understand:

1. key social and political issues in American education, including diversity and inequality;
2. the implications of a culturally diverse population for American education;
3. the role of schooling in a democratic society;
4. how to think critically and reflectively about education and schooling.

REQUIRED TEXTS & READINGS
The course texts are available in the university book store in the Student Center. You may also purchase these texts online, but make sure to get the editions noted here. In addition to this text, we will also be reading a variety of essays, articles and other sources. All of these other course readings will be available in a Course Pack (available for purchase through the University Book Store). We will also be making use of D2L for online links and to share information with each other. You will need a valid siu.edu email account, and an updated DAWG ID number. D2L can be accessed at: http://online.siu.edu.

Important Note: You must bring a “hard” copy the day’s reading assignments to class. Good class discussions also depend on us having access to the readings that we will be talking about. While reading, please make note of particular passages to share in class and also be prepared to provide evidence for your own claims by drawing on the texts. You should bring the readings from the Course Pack with you OR print copies of the day’s readings from Desire to Learn (D2L). **Either way, you must have the readings with you.**

EVALUATION

Our goal is to have you thoughtfully engage the different essays we will read, to ask critical questions about the purposes of education, and to apply what we’ve learned in the course to examine educational issues important to you. You will not be expected to memorize facts, nor will you be tested on the material. Your final grade will be based upon class participation, in-class writing assignments, three short papers and a final project. Each of the assignments is described below, with its weight in parentheses.

1. **Attendance & Class Participation** (25%) This is a reading intensive class; our discussions will succeed or fail in large part depending on our participation and involvement as well as ability to complete our daily readings. I also recognize that participation takes many forms. I want to respect the multiple ways individuals participate by giving students equal time for both large and small group discussion, reading reflections, in-class and out of class assignments, and occasional performances. You are expected to attend and actively participate in each class session. Updates about class and assignments can be found on D2L. Check regularly!

   o Beginning the Friday of the second week of class, I will provide you with a bluebook for the semester. The primary purpose of these bluebooks is to create an opportunity for you to explore the implications and critical contributions of the day’s readings. Each day I will give you a topic or prompt that will serve as a record of your attendance and your completion of our daily readings. These writings should reflect your understanding and mastery of this theoretical material. Failing to attend class or complete reading assignments will negatively impact your grade.

2. **Course Pack, EDUC 311: Diversity in Education Course Readings, Fall 2013**
A secondary purpose of the bluebooks is to give me the opportunity to develop and maintain a dialogue with each of you that extends outside the classroom. I invite you to use the bluebooks to ask any pressing questions you have about the course, share your questions in private, or to hone your understanding of difficult concepts. I will read and respond (thoughtfully) to your responses.

2. **Papers:** We will be writing four short papers over the course of the semester:

- **Paper #1 ‘Pulled Up Short’ Paper (10%)** In connection with reading Diller’s “Torpedo Fish” and Plato’s “Meno,” this short essay (2-3 pages) asks you to share an experience where you have been “pulled up short” in your educational life. That is, describe a moment where your expectations were challenged, a moment of surprise, uncertainty, puzzlement, wonderment, even pain. What happened? How were you pulled up short? What made the experience educational? What did you learn from it? **Due at the start of class on August 30, 2013.**

- **Paper #2 Philosophy of Education (10%)** After reading and discussing Dewey’s “My Pedagogic Creed,” write a coherent, brief essay (2-3 pages) that develops your own philosophy of education. What do you believe about what education is, and is for? What are the core values that will guide your work as an educator? Make sure to address not only what education is, but what education is for, and how you will integrate these values into your own work in education. **Due at the start of class on September 20, 2013.**

- **Paper #3 Democracy and Education (15%)** Write a paper (4-5 pages) that describes the relationship between education and democracy. You should begin by describing your definition and understanding of democracy. What is the relationship between your understanding of democracy and public education? What should be the primary purposes of education in a democratic society? How specifically can/should we cultivate democracy in schools (think, for example, in terms of structures, processes, curricula, habits, etc.)? You must directly cite at least four of the readings in your paper. **Due at the start of class on October 4, 2013.**

- **Paper #4: Education and Diversity (15%)** Write a paper (4-5 pages) where you discuss your vision for critical multicultural education. How should educators address issues of diversity, privilege and power? Describe three issues or lessons that you think are important to your vision of critical multicultural education. What changes should we make in schools to ensure that all children can be successful? You must directly cite at least four readings in your paper. **Due at the start of class on November 4, 2013.**

3. **Final Project (25%)** For this final project, you must find a way to creatively bring together the material we have discussed in this class to reflect on the connections between education, diversity and democracy. It will be due the final week of class. You will need to turn in a brief proposal for your final project no later than the beginning of Week 13 of the course (for feedback and instructor approval). This proposal should be typed, and does not need to be more than one page in length. You should briefly sketch out your idea for the final project, as well as the readings that you plan on using in your final writing assignment. Final projects will be due (Monday, December 9th of Finals Week). Some options for final projects include:

   a. **Your Philosophy of Education:** Write a coherent, well constructed essay (6-8 pages) that develops your own philosophy of education. The goal of this assignment is to bring together themes and ideas we have been discussing throughout the semester to construct your own philosophy of education. You should critically reflect on not only what education is, but what education is for, and how you will integrate these values into your own work in education. You should draw on at least 6 sources that we read in class.
b. **Emancipatory Education Project:** Using ideas from critical pedagogy, Freire and Horton, design an emancipatory educational experience (6-8 pages). This can be a vision for a school, a curriculum, a classroom, an educational workshop, or other educational experience. You may also choose to design or redesign a particular class or curriculum unit. Your paper should explicitly address how you account for issues of power and privilege.

c. **Art or Media Project:** You may also develop a performance, a multimedia film or a work of art that explores themes from the class. You must show evidence in this project that you have drawn significantly upon the course readings and discussions. In addition to creating the work of art or media, you will also need to write a 3-4 page analysis paper that describes your rationale and thinking for the project. As in the other papers, you should specifically reference course readings (at least 3) in developing your paper.

d. **Reflective Journal:** keep a journal throughout the semester where you critically reflect on course readings and class discussions. If you choose this option, you will need to make entries (at least 1 page in length) every other week, and write a 3-4 page concluding entry that pulls together some themes across the journal. You must draw on course readings in each of your journal entries and in the final concluding entry.

e. **Other Options:** You are also welcome to propose another option for a final project. There are many possibilities, but any project must explore the themes and readings from the course. In this case, you should also submit a proposal for your final project (for feedback and instructor approval) by week 12. You may also want to run your idea by your course instructor earlier.

**EXTRA CREDIT**

We are offering two options to earn extra credit points. You can complete up to 5% of your course grade by completing both of these projects.

1. **Critical Analysis of an Educational Setting.** Read “138 Questions,” an essay by Neil Postman and Charles Weingartner [available on D2L under “Extra Credit”]. Armed with the questions raised in this essay, take up the authors’ challenge to provide an anthropological description of an educational setting (this could be a classroom, museum, school, library, etc.). You do not (and should not) answer all of the questions in the essay, but use the questions to shape your description of how education happens in this setting and space. Your analysis should be 3-4 pages, double-spaced.

2. **Educational Autobiography.** Write your educational autobiography in ways that connect your own life experience to some of the themes and ideas of this course. Don’t try to recount all of your educational background. Instead, describe a few key experiences in your own education helped to shape and influence the person you are (and hope to become). For instance, you might ask yourself questions such as: when did you first become aware of diversity, of difference, of inequality? In what ways? How have your experiences in education shaped your desire to become a teacher? Your conceptions of democracy, education, equality or justice? (Length: 3-4 pages, double-spaced).

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

All written assignments for this class must be typed, double-spaced, and use 1 inch margins all around and 10-12 point font. In general, the following criteria apply for each assignment. More specific detail will be given in class.

**A level work** is clearly outstanding and reflects substantial effort. All aspects of the assignment are responded to in a cogent, organized and cohesive manner. Well-chosen, supportive
examples and persuasive reasoning are utilized. There is an introduction, conclusion, and
transition between sections. The mechanics of the paper are excellent – there are very few
grammatical or spelling errors. The paper is handed in on time.

**B level work** is of high quality. Most of the aspects of the assignment are covered in an adequate
and organized manner. Supportive examples are given and arguments are organized and
sensible. There is a clear structure to the paper. The mechanics of the paper are good – there
are some minor grammatical and/or spelling errors, but these do not detract substantially from
the content of the paper. The paper is handed in on time, unless an extension is granted.

**C level work** is adequate. The author does address the main aspects of the assignment, although
some are not covered thoroughly. Examples are given, but not developed fully. The paper lacks
a clear organizational structure. The mechanics of the paper are poor. There are a number of
grammatical and/or spelling errors. The paper may be late.

**D level work and below** is unsatisfactory. The paper shows serious weaknesses. The assignment
is not addressed and/or the response is incoherent. There is little obvious structure to the paper.
The mechanics of the paper are abysmal. There are frequent grammatical and/or spelling errors.
The paper may be late.

**Suggestions for written work:**

- **Outline** your assignments before writing them. This will help to ensure all aspects of the assignment are
  responded to.

- **Proofread** all work before it is handed in. If you are not a good proofreader, have a friend proofread your
  papers also. Make sure your argument is clear and examples are provided. Watch out for abrupt
  transitions, run-on sentences, and sentence fragments. While you are proofreading, note the places in
  your paper where you respond to each aspect of the assignment.

- **Use** spell and grammar check if these are available.

- If you receive grades on your written work that you are not happy with, please talk with your instructor.
  You may also consider utilizing one the writing centers on campus, located at 2281 Faner Hall (453-6863),
  the Computer Room in the lower level of Trueblood Hall (453-2927), and in the Computer room at 13
  Lentz Hall (453-2573).

**ACADEMIC DISHONESTY & PLAGIARISM**

You are expected to take responsibility for the integrity and honesty of your academic work. Academic dishonesty
is unacceptable. Academic dishonesty is defined as “any act that violates the rights of another student with
respect to academic work or that involves misrepresentation of a student’s own work. It includes (but is not
limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own work anything
done by another), submitting the same or substantially similar papers (or creative work) for more than one course
without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging
another’s work.” Individuals suspected of academic misconduct will be handled according to established Southern
Illinois University policies.

Over the last several years, we have had a growing problem with students plagiarizing papers for this class. The
most common forms of plagiarism have been taking material from the Internet and handing it in as your own, or
handing in papers that were written for this class by someone else. In this course, if you plagiarize any aspect of
any of the written assignments, you will receive a grade of F for the assignment and, as appropriate, for the class. We reserve the right to ask you for an electronic copy of your work for any assignment. You are plagiarizing if:

- Most basically, you hand in work that someone else wrote.
- You use another person’s words, expressions or ideas in your writing without directly citing them by using quotation marks and an appropriate reference. A quotation is a word-for-word repetition of written or spoken language. Quotation marks directly before and after the material tell the reader these are the exact words of the source. Direct quotations must always include a reference with (in APA) the author’s last name, year of publication and page number. The page number can be given in parentheses at the end of the exact quotation or incorporated into the in-text citation.
- You paraphrase an author’s argument without providing an appropriate reference. Paraphrases and summaries are restatements of written or spoken language in your own words. In all cases, if you draw on someone else’s ideas in your paper, you must cite that source. It is important to clearly differentiate the parts of your paper that are not your own.

None of the papers for this class require you to do outside research. If you only cite material that we have read in class, you do not need footnotes or a reference page. You simply must put the last name of the author and the page number in parentheses at the end of a quote, or a paraphrased passage (include a date if there are multiple readings by that author). If you use additional material beyond the course readings or required books, you must include a works cited page, and a full bibliographic reference for each of the additional sources (you can use any citation style you like, e.g., APA, MLA, Chicago)

STUDENTS WITH DISABILITIES

We want to make this course as accessible as possible to students with disabilities, temporary medical conditions, or mental or emotional health issues that may affect any aspect of course assignments or participation. I invite you to communicate with me at the beginning of the semester or at your discretion about any accommodations that will improve your experience of or access to the course. We can create an agreement to document accommodations. The Disability Student Services (DSS) office provides support and various services for students with disabilities. DSS is located in Woody Hall room B-150 and can be reached DSSsiu@siu.edu, 453-5738 (ph), 453-5700 (FAX), or 453-2293 (TTY). To best serve the student population, DSS requests that students contact the office at the beginning of the semester or at their earliest convenience. The Achieve Program also offers support (for a fee) to students with learning disabilities and can be reached at (618) 453-2369 or achieve@siu.edu.

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available at: http://www.bert.siu.edu/. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location.

SYLLABUS ATTACHMENT

Please also see important guidelines, deadlines and resources in the University-wide syllabus attachment (included as the last page of the syllabus)
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignments</th>
<th>Writing Assignments</th>
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| August 19, 2013       | **Week 1, Day 1**  
Introduction                                                                                           |                     |
|                       | Introductions, syllabus, course overview                                                                                                                                                                           |                     |
| August 21, 2013       | **Week 1, Day 2**  
Critical Thinking                                                                                      |                     |
|                       | Robinson, Ken. (2010). “Changing Paradigms of Education,” selections from a TED talk, animated by RSA. We will view in class.                                                                                           |                     |
| August 23, 2013       | **Week 1, Day 3**  
Critical Thinking/Philosophy of Education                                                                                                        |                     |
| August 26, 2013       | **Week 2, Day 1**  
Philosophy of Education                                                                                                                                  |                     |
| August 28, 2013       | **Week 2, Day 2**  
Thinking Critically                                                                                                                                       |                     |
| August 30, 2013       | **Week 2, Day 3**  
| September 2, 2013     | **Week 3, Day 1**  
No Class, Labor Day Holiday                                                                                                                                                  |                     |
| September 4, 2013     | **Week 3, Day 2**  
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<tr>
<th>Date</th>
<th>Week</th>
<th>Task</th>
<th>Resource</th>
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Apple & Beane, Democratic Schools, Ch 1  
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<tr>
<th>Date</th>
<th>Week, Day</th>
<th>Topic</th>
<th>Reading Sources</th>
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<tr>
<td>September 18, 2013</td>
<td>Week 5, Day 2</td>
<td>Democracy and Education</td>
<td>Apple &amp; Beane, <em>Democratic Schools</em>, Ch 3</td>
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<td>September 20, 2013</td>
<td>Week 5, Day 3</td>
<td>Democracy and Education</td>
<td>Apple &amp; Beane, <em>Democratic Schools</em>, Ch 3</td>
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<td>September 23, 2013</td>
<td>Week 6, Day 1</td>
<td>Democracy and Education</td>
<td>Apple &amp; Beane, <em>Democratic Schools</em>, Ch 4</td>
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<tr>
<td>September 25, 2013</td>
<td>Week 6, Day 2</td>
<td>Democracy and Education</td>
<td>Apple &amp; Beane, <em>Democratic Schools</em>, Ch 5-6</td>
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<tr>
<td>September 27, 2013</td>
<td>Week 6, Day 3</td>
<td>Democracy and Education</td>
<td>Apple &amp; Beane, <em>Democratic Schools</em>, Ch 7</td>
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<tr>
<td>September 30, 2013</td>
<td>Week 7, Day 1</td>
<td>Democracy and Education</td>
<td>George Wood, “Lessons of a Rural Principal” <em>Teaching Tolerance</em>, Fall 2010</td>
</tr>
<tr>
<td>October 4, 2013</td>
<td>Week 7, Day 3</td>
<td>Diversity and Difference</td>
<td><em>Peer Review of “Democracy” essay; bring in 3 copies of your draft essay.</em></td>
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<td>October 7, 2013</td>
<td>Week 8, Day 1</td>
<td>Diversity and Difference</td>
<td>Johnson, <em>Power, Privilege and Difference</em>, Chapter 1</td>
</tr>
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<td>October 9, 2013</td>
<td>Week 8, Day 2</td>
<td>Diversity and Difference</td>
<td>McIntosh, “White Privilege: Unpacking the Invisible Knapsack”</td>
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Paper #2: 3 page essay on your philosophy of education, in response to Dewey’s “My Pedagogic Creed.”
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<th>Week 8, Day 3</th>
<th>Diversity and Difference</th>
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<th>October 14, 2013 Week 9</th>
<th>Fall Break: no class October 14-15</th>
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<th>October 16, 2013 Week 9</th>
<th>Diversity and Difference</th>
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<th>October 21, 2013 Week 10, Day 1</th>
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<th>October 25, 2013 Week 10, Day 3</th>
<th>Diversity and Difference</th>
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<th>October 28, 2013 Week 11, Day 1</th>
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<th>November 4, 2013 Week 12, Day 1</th>
<th>Education and Social Change</th>
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<th>November 6, 2013 Week 12, Day 2</th>
<th>Education and Social</th>
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**Week 9, Fall Break: no class October 14-15**

**October 16, 2013 Week 9**

- Johnson, *Power, Privilege and Difference*, Chapters 6

**October 18, 2013 Week 9**

- Johnson, *Power, Privilege and Difference*, Chapters 7

**October 21, 2013 Week 10, Day 1**

- Johnson, *Power, Privilege and Difference*, Chapters 8

**October 23, 2013 Week 10, Day 2**

- Johnson, *Power, Privilege and Difference*, Chapters 9

**October 25, 2013 Week 10, Day 3**


**October 28, 2013 Week 11, Day 1**

- Purcell-Gates, V. (2002). “…As soon as she opened her mouth!” In L. Delpit & J.K. Dowdy (Eds.), The skin that we speak: An anthology of essays on language, culture and power.

**October 30, 2013 Week 11, Day 1**


**November 1, 2013 Week 11, Day 2**


**November 4, 2013 Week 12, Day 1**


**November 6, 2013 Week 12, Day 2**

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<thead>
<tr>
<th>Date</th>
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<td>12,</td>
<td>Change 21-38.</td>
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<tr>
<td>Week 12, Day 3</td>
<td></td>
<td>Education and Social Change</td>
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<tr>
<td>Week 13, Day 2</td>
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<td>We Make the Road by Walking, Preface, Editor’s Introduction, and Chapters 1</td>
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<td>November 15, 2013</td>
<td>13,</td>
<td>We Make the Road by Walking, Chapter 2</td>
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<td>November 18, 2013</td>
<td>14,</td>
<td>We Make the Road by Walking, Chapter 3</td>
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<td>Week 14, Day 1</td>
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<td>Education and Social Change</td>
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<td>November 20, 2013</td>
<td>14,</td>
<td>We Make the Road by Walking, Chapter 4</td>
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<td>November 22, 2013</td>
<td>14,</td>
<td>We Make the Road by Walking, Chapter 5</td>
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<td>November 27 &amp; 29, 2013</td>
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<td>November 27 &amp; 29, 2013</td>
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<td>Final Project Presentations, etc. No new reading.</td>
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<td>Week 15</td>
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<td>Final Papers &amp; Projects due by 12 noon on Monday, December 9, 2013</td>
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<td>Week 16, Day 1</td>
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<td>December 4-5, 2013</td>
<td>16,</td>
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<td>Week 16, Day 2 &amp; 3</td>
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<td>Final paper/project presentations</td>
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<tr>
<td>Conclusions</td>
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<tr>
<td>Week 17</td>
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<td>Final Papers &amp; Projects due by 12 noon on Monday, December 9, 2013</td>
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<td>Finals Week</td>
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<td>Please turn them in to me in my office (Pulliam 129A) or in my mailbox in the Education Administration &amp; Higher Education Department office (Pulliam 131).</td>
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<td>No class.</td>
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Fall 2013

IMPORTANT DATES
Last day to add a class (without instructor permission) ……..…… 8/30/2013
Last day to withdraw completely and receive a 100% refund.……9/01/2013
Last day to drop a course using SalukiNet …………………….10/27/2013
Last day to file diploma application (for name to appear in Fall Commencement program) ………………………………………11/01/2013
Final examinations ……………………………………………………………12/9 – 12/13/2013

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Labor Day 09/02/2013
Fall Break 10/12—10/15/2013
Thanksgiving Break 11/27—12/1/2013

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when dropping from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For More information please visit http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless other-wise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the disability office to open cases. The process involves interviews, reviews of student-supplied documentation, and completing Disability Accommodation Agreements. http://www.siu.edu/dss

STUDENT CONDUCT CODE
http://policies.siu.edu/other_policies/chapter3/conduct.html

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) program.
Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education, as well an essential preparation for any career.

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit Center for Learning and Support Services website for:

- Tutoring: http://tutoring.siu.edu/
- Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and Investigating of discrimination cases. For more information visit http://diversity.siu.edu/

Additional Resources Available:
- SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
- ADVISEMENT: http://advisement.siu.edu/
- PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/

“We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives”