

**CI 431 Literacy Foundations and Instructional Models**  
**PS through Grade 8**  
**Fall 2014**

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Office Hours: Th 9-10:30, MW 10-12:30 and by appointment



**Required Text:**

Towell, J. L. (2013). *Hooked on Books: Language Arts and Literature in Elementary Classrooms, PreK – Grade 8, Second Edition*. Dubuque, IA: Kendall Hunt.  
ISBN: 978-1-4652-1469-0

**Course Outline and Objectives:** The students in this course will examine the reading process, including the relationship between reading, writing, listening, and speaking; the roles of diversity, individual needs and abilities in reading instruction; and how to organize their classrooms and select materials to teach reading and writing. This course will provide students with the theoretical knowledge necessary to be able to select appropriate literature for use in early, elementary, and middle level classrooms and implement the use of credible literature as part of a well developed literacy program.

**Required Technology**

**Live Text.** Students in this course are required by the College of Education to have an active Live Text account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements.

**Course Objectives:**

Objectives were developed using the Illinois Professional Teaching Standards:

[http://education.illinois.edu/ci/oce/Documents-new/Professional\\_Teaching\\_Standards.pdf](http://education.illinois.edu/ci/oce/Documents-new/Professional_Teaching_Standards.pdf)

Standard Six | Reading, Writing, and Oral Communication

The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

*Students will demonstrate:*

- 1) Examine how learning theories influence various models of literacy instruction.
- 2) Evaluate the components of a comprehensive and balanced framework for literacy instruction.
- 3) Be exposed to the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills [to include reading, writing, speaking, dramatic interpretation, listening, and media technology] and be able to apply that understanding to literacy learning.
- 4) Understand the nature, development and communicative role of various features of language, including the four cuing systems (phonological, syntactic, semantic, and pragmatic) in the language experiences of children.
- 5) Explore strategies used to teach and assess comprehension, fluency, word identification, and vocabulary.
- 6) Develop knowledge (identification, selection, and assessment) of a wide range of quality children's and adolescent literature, including varied genres, along with its application across the curriculum to meet the needs of all learners, including English learners.
- 7) Explore approaches for sharing quality literature, including responding through art, music, movement, drama, and digital means.
- 8) Apply and adapt an array of content area literacy strategies to make all subject matter accessible to each student.
- 9) Explore approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 10) Understand the benefits of technology to maximize student learning and facilitate higher order thinking skills related to literacy learning.

## Requirements:

1. Attendance (3 points lost for each class HOUR of absence). **Grade will drop one letter for every 2 classes missed.** A course in elementary teaching requires both good class attendance and professional demeanor. A phone call or message to my office is appropriate when a class must be missed. Promptness, organization, interest, enthusiasm, and dedication are traits of the best elementary teachers in our nation's schools. Students' dedication and interest in your future profession will become apparent through participation and interest in the course. (See IPTS 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect). Students absent from classes because of observances of major religious holidays will be excused. Students *must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday* and must take the responsibility for making up work missed. Students are expected to be **in class on time.** Tardiness can disrupt the learning of other students. Tardiness sets a negative tone in the class by "tacitly sending a message that the class is not important enough for you to be on time".\*\* Three tardies will be considered the same as one absence. **Professionalism includes being on time, prepared and engaged every day.** Students will be responsible for what occurred in class when they must be absent. Participation includes sharing with the class appropriate children's literature; **points will be deducted from grade for lack of active participation in both small and large group activities.** Attendance at class session is prerequisite to receiving a passing grade in the course. Professionalism and class participation will constitute 5% of your course grade. See handout \* Personal absences \_\_\_\_\_ x -3 = \_\_\_\_\_ **Regardless of grades on assignments, quizzes, and tests, absence from CI 435 is justification for FAILURE (F) or an Incomplete (INC) in the course.** \*\* Thompson, Julia G. [2007] First Year Teacher's Survival Guide: Ready-To-Use Strategies, Tools & Activities For Meeting The Challenges Of Each School Day
2. **All assignments must be handed in on time.** Points will be deducted from all assignments that are handed in late.
3. All assignments must be **typed.** Assignments should reflect professionalism. All written work must exhibit professional standards for grammar, punctuation, fluency, and word choice. Work should be neat, legible and well organized in content. **NO assignments will be accepted in plastic sleeves or on lined paper.** \*\*\*NOTE: **As future teachers you are expected to spell and write correctly.** Points will be deducted from the total score for any grammatical or spelling errors. It is important that teachers who are responsible for teaching children to be literate be able to write and speak well themselves. Therefore, appropriate written and oral language is valued highly in this class; students who anticipate difficulty with either form of our language are encouraged to speak with the instructor as soon as possible.
4. In a recent article in *The Illinois Reading Council Journal*, titled, "Leveling, Text Complexity, and Matching Students with texts in the Common Core Era: Where is the Child?" by Handsfield et al, the authors encourage teachers "to observe and document students' knowledge" and interests. As reflective decision-makers, the students in this course will select and conduct the Burke Reading Interview found in the text with a classmate and summarize the results of the interview. See format given in class. **Due week of September 29.**
5. Phonemic Awareness Activity. Your text notes that "the best way to teach phonemic awareness is by reading to children, especially books with rhyme, rhythm and repetition." P. 13. Students will select a quality picture book which demonstrates one

of the styles of rhyming found in the text and be prepared to share the book with the class. This presentation must include an electronic sharing of the title, author and rhyme scheme for the book.

6. Read aloud a quality children's book to a class of elementary students. With the help of the classroom teacher, select an appropriate book to share with the class. Practice reading orally until you can read with excellent fluency (appropriate rate, phrasing, intonation, and expression). Develop a lesson plan for a literacy lesson related to the book you share and submit the lesson plan to Live text. This lesson must demonstrate at least one literacy strategy. See "Guidelines for Effective Read - alouds" in your text and the section on instructional strategies, p. 375 2<sup>nd</sup> edition.  
**\*This project is a key assessment for this course.** Due **December 1/2.**
7. Weekly journals and response to readings. You will be assigned various reading from the text, Hooked on Books. For each reading, you will be expected to Discuss and critique what you have read. Come to class with **five** personal connections for each reading. These should include new concepts and affirmation of prior knowledge as well as points to discuss with the class. Quizzes will be given on the readings.
8. Reviews of children's literature. Your text notes that Donalyn Miller, author of *The Book Whisperer* (2009) knows how to awaken the inner reader in every child. In fact her sixth graders read 40 or more books every year." Learning about books for children and early adolescents and the insight, comfort, pleasure, and potential for growth they offer (Jacobs and Tunnel, 1993) is a major tool for helping children (and the adult) find their way into good reading. Your own personal booklist is one of the best sources you can take with you into the classroom. You will create an annotated bibliography in paper file form to include: 7 books for grades 6–9, 14 books appropriate for grades 4–6, and 21 picture story books for use in grades K–3. You must include one book from each genre in each age group. **All books that you select to review must be award winners or written by an award winning author, or listed on the required author list.** The annotated bibliography may not include books read orally by the instructor to the class. All book summaries must follow the template/format provided in class. Points will be subtracted for any grammatical errors or spelling mistakes. **This assignment MUST be submitted in a 3-ring binder. Half due October 7/8, All 42 due November 24/25.**
9. Exam 1 – the first exam will have questions based on the assigned readings for the course, lectures, and class discussions.
10. "The new Common Core language arts and literacy standards place more emphasis on reading nonfiction." In accordance with this emphasis, students will select a topic and develop a literature web using fiction and non-fiction books. This activity must use media and at least one reading/writing strategy. This assignment is to be shared electronically with the class. *See examples given in class.* **Due December 1/2**
11. Author presentation with Power Point or Prezi. See page 91 in text, "Reasons to do an Author Study". The outline for this assignment will be given in class.
12. Poetry -Based on the criteria given in class, students must choose three poems, which they feel, reflect the characteristics of good poetry for children. The total collection will be included in a section of the 'Resource File' and can be used to create a poetry file for your future classroom. The poetry collection should be organized into relevant categories for convenient classroom use. A table of contents for the collected poems must be included.

13. Traditional Literature – Select two folk tales from different countries or cultures. Use a Venn diagram to compare similarities and differences. See Activity page in text, p.227. Be prepared to present your findings to the class.
14. Children’s and Young Adult’s Literacy Resource File - During the course of the semester, you will receive numerous handouts which are related to literacy instruction. These handouts will include strategies that you will be able to use in your future classroom. As a way of compiling a useful resource you are required to organize these handouts in a three ring binder that will be turned in the 14<sup>th</sup> week of class. The materials for the notebook should be organized into five sections: class handouts and notes; shared readings; author sale handouts; poetry file; and literacy strategies. The guidelines for each section will be provided in class. **Dec. 1/2.**
15. Students will be required to attend one professional organization meeting. Possible organizations include EESO or OMSE. Must bring form with approved signature and summary of meeting. [Meets Illinois Professional Teaching Standards] 5 points.
16. Final exam – comprehensive exam covering all course content. Finals Week.

Tentative Point Values for Assignments:

Reading Inventory = 15 points	Professional Meeting = 5
Book Reviews with strategies for use = 200 points	
Phonemic awareness activity = 15 points	Folktale =10
Resource file = 25 points	Fiction/non-fiction Web = 50
Read aloud with lesson plan = 20 points	Midterm=40
Weekly assignments = 10 points each - total TBA	Final = 50
Author Presentation = 50 points	Attendance = 35

Supplies needed in addition to texts:

1 – 3” or 4” – 3 ring binder for class handouts, notes, etc. (Resource File)

1 – 1 inch - 3 ring binder for annotations of books.

1 – library card for a public library & highlighters, pens, and paper

**Sticky Notes – any size**

**RELATED WEBSITES:**

Children’s Literature - <http://www.childrenslit.com/>

The Daily Café by the 2 sisters: classroom management -[www.thedailycafe.com](http://www.thedailycafe.com)

Illinois Reading council - <http://www.illinoisreadingcouncil.org/>

Illinois School Library Awards - <http://www.islma.org/monarch.htm>

Kids Read- <http://www.kidsreads.com/>

Literature/Authors - <https://multcolib.org/homework-center/literature-and-authors>

Read Write Think by IRA and NCTE with lesson plans - [www.readwritethink.org](http://www.readwritethink.org)

Reading Online-<http://www.reading.org/>

Reading Rockets: Interviews with children’s authors - [www.readingrockets.org](http://www.readingrockets.org)

Rebecca Caudill Awards - <http://www.rcyrba.org/>

Super Teachers Worksheets- [www.superteachersworksheets.com](http://www.superteachersworksheets.com)

Teacher’s College Reading and Writing Project Website for Implementing the Common Core State Standards: 30 video clips, 6 albums, and 6 portfolios:

<https://vimeo.com/tcrwp/albums>

Understanding the Common Core - <http://www.opencolleges.edu.au/informed/teacher-resources/common-core/>

Word Cloud - [www.wordle.net](http://www.wordle.net)

References:

Calkins, L. (2001). *The art of teaching reading*. NY: Longman.

Fountas, Irene C. & Pinnell, Gay Su. (2012) *Genre Study Teaching with Fiction and Nonfiction books*. NH. Heinemann

Goodwin, B & Miller, K. (2012) Research Says / Nonfiction Reading Promotes Student Success. *Educational Leadership*. Vol. 70, 4.

Common Core: Now What? p. 80-82. Retrieved from <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx> on June 17, 2013.

Handfield, L. J. et. al. ( 2013) “Leveling, Text Complexity, and Matching Students with Texts in the Common Core Era: Where Is the Child?”. *Illinois Reading Council Journal* Vol. 41, 1., p. 3-4.

Henry, M. P. (2013) "Text Matching and the Common Core: A Coach's Case for Allowing Students to Match Themselves with Challenging Texts." *Illinois Reading Council Journal* Vol 41,1, p. 5-6.

Kane, Sharon. (2007) *Integrating Literature in the Content Areas: Enhancing Adolescent Learning and Literacy*. AZ: Holcomb Hathaway

McAndrews, Stephanie. (2008). *Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialists Resource*. International Reading Association.

Miller, Debbie. (2002) *Reading with Meaning Teaching Comprehension in the Primary Grades*. Portland, Maine: Stenhouse

"Seven Actions that Teachers Can Take Right Now: Text Complexity" retrieved from <http://textproject.org/professional-development/text-matters/7-actions-that-teachers-can-take-right-now-text-complexity> on March 1, 2013

Towell, J. L. (2013). *Hooked on Books: Language Arts and Literature in Elementary Classrooms, PreK – Grade 8*, Second Edition. Dubuque, IA: Kendall Hunt.

### Performance Profiles for Teachers

The assignments in this course are designed as a practical application of the content knowledge you are learning. The grid below demonstrates which performance standards are met by assignments in this class. Standards numbers may be cross-referenced from the course web site or the sites listed below.

Projects → Standards ↓	Midterm /Final Exams	Children's and young adults' literacy resource file	Teaching resource using fiction and non- fiction books with instructional activities aligned to common core	Weekly journals and response to readings	Oral Presentation of children's Author	Oral Reading of Children's Book to Elementary class With response activity/lesson plan
Illinois Professional Teacher Standards	124.130 f 1 A B	124.130 f 1 A B G	24. 130 f 1 G 24.110 a	124.130 f 1 A B	24.110 2.D	124.130 f 1 A B
Middle Level Standards for Illinois	4	4	1, 4, 5, 7, 8	4	2, 8	
National Educational Technology Standards		1	1, 3,	1	1, 3	
International Reading Association	1.3	2.2 2.3	2.2 2.3 3.2 4.2	4.1	4.2	4.3

**Illinois Professional Teaching Standards:** <http://www.isbe.net/rules/archive/pdfs/24ark.pdf>

**Profiles for Technology-Literate Teachers** [http://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

**Grading Scale: 92% = A, 85 % = B, 70% = C, 60% = D, Below 60% = Failing**

**\*NOTE:** This course is based on points, and your grade is based on the percentage of points you achieve. I reserve the right to deduct points for late assignments and excessive absences. All activities, assignments and examinations in this course are intended to assist you in becoming an effective and affective educator. **The requirements for this course are rigorous and demanding and the standards are high, but so are those of the teaching profession.**



This classroom is a cell phone free area.

All cell phones must be set to 'MUTE' and all phone conversations **MUST** take place outside the classroom. **Please do not send or receive any text messages during class time.**[\* IPTS 9.S models digital etiquette and responsible social actions in the use of digital technology;]

### Plagiarism

**Copying the work of web articles, other writers, or students, and turning it in as one's own constitutes plagiarism and will not be tolerated. Any student found guilty of plagiarism may be asked to leave the University. See the SIU Handbook for a complete description. <http://libguides.lib.siu.edu/plagiarism>**

*(Definition from the SIUC Writing Center) Examples of plagiarism:*

1. turning in a essay you found on the internet
2. not putting quotation marks around a quotation
3. copying words or sentences without citing where you got the information
4. making up a source because you couldn't remember where you got the information
5. copying the sentence structure of a source even if you change the words

## CONTENT OUTLINE/ TENTATIVE SCHEDULE

### WEEK 1 Week of August 18

Introduction to course; expectations for professional conduct

Overview of course outline and content

Explanation of syllabus & assignments

**Due for next week:**

**Three book summary pages**

Get a public library card if you don't have one.

**Read Chapter 1 in HOB [Hooked on Books]**

Come to class with 5 personal connections for each reading. These should include new concepts and affirmation of prior knowledge as well as points to discuss with the class. Quizzes will be given on the assigned readings.

### WEEK 2 Week of August 25

Reading Motivation and Early Language Learning

Phonemic Awareness

Stages of Literacy Development: Reading, Writing, & Speaking

Introduction of the writing process: generating ideas, drafting, revising, editing & publishing

**Class activity on Chapter 1**

Students will select a quality\* picture book that demonstrates one of the styles of rhyming featured in the text and be prepared to share the book with the class. This presentation must include an electronic sharing of the title, author, and rhyme scheme.

**Due for next week: Chapter 2 in HOB**

Come to class with 5 personal connections for each reading -conduct a reading interest inventory - see text

Read a book by Patricia Polacco. Be ready to tell the class what the book meant to you.

### WEEK 3 Week of September 2

**Understanding the reading process and the writing process**

Class activity on assigned chapter

Introduction to the lesson plan

Introduction to RTI and UDL

<http://www.udlcenter.org/>

Share results of interest inventories

**Due for next week: Chapter 3**

Come to class with 5 personal connections for each assigned reading

### WEEK 4 Week of September 8

Organizing for Reading Instruction

**Balanced literacy instruction**

**Creating a classroom environment** that fosters literacy growth for all students: the physical, social, emotional and intellectual climate; exploring the relationship between the school/classroom context and student learning.

Be able to design a classroom that reflects your commitment to literacy.

Culturally Responsive Classroom

English Language Development (ELD) Standards <http://www.wida.us/standards/eld.aspx>

Introduction to the Author Study

**Due for next week: Chapter 4; bring a picture storybook that exemplifies a good writing trait. P. 132.**

### WEEK 5 Week of September 15

**Organizing for writing instruction**

Teaching writing with the six traits

Assessing and evaluating writing

Due for next week: **Read Ch. 5 and bring a Caldecott winner or honor book to share.**

### WEEK 6 Week of September 22– Exam 1

And Chapter 5

**WEEK 7 Week of** September 29

**introduction to Chapter 5**

Share Caldecott books.

**WEEK 8 Week of October 6 –**

**Half of book summaries are due this week.**

**Children's Literature in Elementary Classrooms**

**Learning about Literary Elements and Artistic Elements**

**Strategies for using these materials with students**

**Due for next week – read CH. 7 and Traditional Literature – Select two folk tales from different countries or cultures. Be able to tell verbally the similarities and differences. See Activity page in text, p.227.**

**Be prepared to present your findings to the class.**

**WEEK 9 Week of** October 20 [October 11-14 is Fall break]

Traditional Literature

**Introduction to Traditional literature**

- Folktales, fairytales, fables
- Myths, legends,
- Tall tales, trickster tales, pour quoi tales

**Due for next week:**

Read Ch. 9 & Poetry -Based on the criteria given in class, students must choose three poems that they feel reflect the characteristics of good poetry for children. The total collection will be included in a section of the 'Resource File' and can be used to create a poetry file for your future classroom. The poetry collection should be organized into relevant categories for convenient classroom use. **A table of contents for the collected poems must be included.**

**WEEK 10** Week of **October 27 Poetry**

**DUE: Poetry Mini Experience (in class activity)**

**TOPICS:**

**Types of poems**

**Poetry Slam**

Poetry -Based on the criteria given in class, students must choose three poems that they feel reflect the characteristics of good poetry for children. These poems will be duplicated to share with classmates.

**Due next week-Chapter 8**

**Week 11 and 12– Weeks of** November 3 and 10

**Introduce the Fiction Family**

- **Historical Fiction and Realistic Fiction**
- **Fantasy**

**Week 13- Week of November 17**

**Introduce the Nonfiction Family:**

- **Informational Text**
- **Biographies**
- The Common Core language arts and literacy standards place more emphasis on reading nonfiction." In accordance with this emphasis, students will select a topic and a literature web using at least two fiction and two non-fiction books. This activity must include media and one reading/writing strategy. This assignment is to be shared electronically with the class. *See examples given in class.*
- **Due next week – Read HOB Part III – Instructional Strategies – Before Reading**

**WEEK 14 – Week of November 24**

**Teaching Literacy in and Through Visual Arts**

Introduce picture books and importance of literature in literacy instruction

**Instructional Strategies – Before Reading**

**Due next week – Read HOB Part III – Instructional Strategies – During & After Reading**

## Entire set of 42 Book Summaries Due

**WEEK 15**      **December 1 – Read chapter one of “Literacy for the 21<sup>st</sup> Century” by Tompkins.**  
**Bring 5 comments about this chapter [which will be available on the course website]**  
**Literature Web Due**

**Week 16 – Final Exam**

*L. Stearns 2014*

## Syllabus Attachment      **Fall 2014**

**IMPORTANT DATES** \* Semester Class Begins.....**08/18/2014**

Last day to add a class (without instructor permission): .....**08/24/2014**

Last day to withdraw completely and receive a 100% refund:      **08/31/2014**

Last day to drop a course using SalukiNet: .....      **10/26/2014**

Last day to file diploma application (for name to appear in Commencement program): ...**10/31/2014**

Final examinations: .....**12/8–12/12/2014**

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

**FALL SEMESTER HOLIDAYS** Labor Day 09/01/2014 Fall Break 10/11—10/14/2014 Veterans Day 11/11/2014 Thanksgiving  
Vacation 12/26—11/30/2014

### **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](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](mailto:siucares@siu.edu), <http://salukicare.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](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://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 as 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](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”*

