Cl 199 (203) Syllabus

**Semester:** Fall 2016  
**Instructor’s Name:** Christina Heady  
**Office:** 260 F  
**Instructor’s email:** cheady@siu.edu  
**Instructor’s phone:** 618-453-2779

**Office Hours:**  
Tuesday, 10:00-1:00  
Thursday, 10:00 – 10:55 in my office & 11:00-1:00 at the MLIB Information Desk and via Ask-a-Librarian chat.

**Description:**

Cl 199 is a **one credit course** to teach basic research skills and to acquaint students with resources available in Morris Library and on the web. Students will leave this class prepared to use research to ask and answer their own questions, whether for class assignments, professional and personal advancement, or lifelong learning. Critical analysis of materials and resources will be **strongly emphasized** in the course.

**Student Learning Objectives:**

By the end of this course, you will be able to...
1. Understand the physical and digital organization of Morris Library.  
2. Locate sources relevant to a given purpose using library resources.  
3. Distinguish between various types of information sources in order to identify appropriate materials that meet specific research needs.  
4. Use information from online and print sources in an ethical manner.

**Required Materials:**

You DO NOT need to buy anything for this class. All materials will be provided online through SIU Online (D2L). You are responsible for accessing the material. What you learn in this class will often be useful for research in future courses, as well as the final project. Hint: take notes and save the materials. You can roll your eyes all you want—I can’t see you after all—but you get out of this course what you put into it.

All course materials are organized into modules. Each module will open on Monday at 8:00AM, unless otherwise noted in the course calendar, which you can find in this syllabus and in SIUOnline. Once open, modules will always be open for this course, so that you can access readings, videos, etc. Assignments and other materials with a due date, however, will **ALWAYS** close on Sundays at 11:59PM. Just because the modules stay open does not mean that you will be able to complete an assignment after the due date has passed. Once an assignment is closed, it is closed. **Finito.**

**Course Structure:**

You will learn to use a variety of resources in this class. This is a 100-level course, however, so it is designed for beginning college-level researchers. The first four weeks of the course will focus on theory and the second four weeks will be more about application. You will also notice that the weekly readings are theoretical while the assignments focus on application.

There will be videos and readings released each week on Monday. You are expected to watch and read these in their entirety. There will also be a quiz each week. You will have access to course materials and your notes for the quizzes, but you may take the quizzes only once. Additionally, there will be a weekly Assignment. Your completed assignment must be posted to the SIU Online. The annotations will be graded using a rubric, which you can find on SIU Online. Assignments are due by 11:59pm on Sunday. Most of the materials are self-paced, but budget your time wisely. I highly recommend that you DO NOT wait until Sunday to begin your assignments.
**Top 10 Course Policies:**

1. **Email Response Time:** I will TRY to reply to all emails within 48 hours, not including weekends. To be clear: if you email me at 4:30 on a Friday, then that means I may not get to your email until the next Tuesday. Professors aren’t surgeons; we take weekends off.

2. **Communicate with me in advance** if you have questions or problems; I cannot help you with a late assignment or a question after an assignment is due. *In advance* means AT LEAST 4 hours before the assignment is due, but a week is better.

3. **The correct way to email me:** All email correspondence must have a **subject line** that includes “CI 199 [Your Name]”. All email correspondence should be written in complete sentences, begin with a **greeting** (“Dear _____” for example), and end with a **closing** (“Sincerely,” for example) followed by your **name**. This is a matter of personal and professional courtesy.

4. **Your materials are online.** Course materials and assignments will be available to you on SIUOnline Monday through Sunday each week to complete on your own time. All of your assignments must be submitted to SIUOnline as well.

5. **Check your email regularly.** Be sure to check SIUOnline and your SIU email regularly for any updates about the course, responses to your questions, or any issues with your performance.

6. **No Excuses.** Technology occasionally fails us. You will have a whole week to complete your assignments. Plan to do your homework early to avoid last minute emergencies. Wi-Fi being down or your laptop breaking will not be considered acceptable excuses for not doing your homework on time. Unless you have a real emergency, with documented evidence, I will not open assignments.

7. **Submit the correct assignments in the correct manner.** Your assignments are all due in SIUOnline—not email. If your assignments are not completed and in SIUOnline by the deadline, then you will receive a zero. If I cannot open your attached assignments, if you attach a corrupted file, or if you submit the wrong version of a paper then you will receive a zero.

8. **Complete all assignments on time.** No late writing assignments or final projects will be accepted. Also, there will be no opportunities to make up quizzes or the midterm once they have closed.

9. **You EARN your grades.** You do not deserve an A. The thought and effort you put into this course will determine your grade. If you think you have been assigned an incorrect grade, however, please email me. The burden of proof will be on you, and there is no such thing as an A for effort in this class.

10. **This syllabus is subject to change with appropriate advance notice.**

**Plagiarism:**

The work you turn in must be your own. Do not copy work and present it as yours. Plagiarism is unacceptable and is punishable under the Student Conduct Code. **This course uses methods to check students’ work for possible plagiarism.** For more information, see the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism).

Plagiarism includes (but is not limited to):
- Turning in the same work as someone else.
- Turning in work you found on the internet.
- Not putting quotation marks around a quotation.
- Copying words or sentences without citing where you got the information.
- Making up a source, citation, or quote.
- Copying the sentence structure of a source even if you change the words.

You will learn about citation in this course. For more information, see the Morris Library Guide to Plagiarism: http://libguides.lib.siu.edu/plagiarism
Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Weekly Assignments</td>
<td>6 assignments 50 points each 300 total points</td>
<td>30%</td>
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<tr>
<td>Quizzes</td>
<td>6 Quizzes 50 points each 300 total points</td>
<td>30%</td>
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<tr>
<td>Activities</td>
<td>10 activities 30 points each 300 total points</td>
<td>30%</td>
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<tr>
<td>Final Annotated Bibliography</td>
<td>100 points</td>
<td>10%</td>
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<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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TYPES OF ASSIGNMENTS

**Activities**
Almost every class will involve an activity. Only 6 of them, however, will be graded.

**Quizzes**
Each week there will be a quiz available in SIUOnline. Quizzes cover topics in the assigned readings and/or videos. The question formats usually vary between multiple choice and true/false but other question types may be included.

**Assignments**
Assignments will require you to practice weekly topics and create annotations for assigned sources. The latter is to prepare you for the final annotated bibliography. I will make comments and suggestions on each of the annotations you submit, which will help when you have to find 5 different sources for your final annotated bib. We will be learning APA citation in this class. Use the provided template to complete your annotations. Work without your name, the name of the course, and the name of the assignment clearly labeled will NOT be accepted.

**Final Annotated Bibliography**
For your final project, you will create an annotated bibliography that uses all of the searching and evaluation skills we’ve learned. **You will find 5 different sources from your assignments using the tools learned in this course, and provide an annotation for each source.** You can find additional information and a grading rubric in the directions for the bibliography. Use the provided template to complete your annotated bibliography.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Tuesday, August 23</td>
<td>Introduction to class</td>
<td>1. Syllabus</td>
<td>Due August 28 by 11:59PM Quiz 1 Assignment 1: Citation &amp;</td>
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<td></td>
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<td>elements of annotated bib</td>
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<td>Thursday, August 25</td>
<td>Plagiarism &amp; Citation</td>
<td>1. Plagiarism by Caity Selleck</td>
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<td>2. How Senator John Walsh Plagiarized a Final Paper by Jonathan Martin</td>
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<td>3. Medical journal retracts study linking autism to vaccine by Madison Park</td>
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<td>4. APA Citation Style by Joshua Vossler</td>
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<td>5. MLA Citation Style by Joshua Vossler</td>
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<td><strong>Week 2</strong></td>
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<td>Tuesday, August 30</td>
<td>Introduction to Morris Library: Website and</td>
<td>1. Introduction to CI-199</td>
<td>Due September 4 by 11:59PM Quiz 2 Assignment 2: Scavenger Hunt</td>
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<td></td>
<td>online resources</td>
<td>2. Introduction to Morris Library by Joshua Vossler and Christina Heady</td>
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<td>3. Tour of Morris Library’s homepage</td>
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<td>Thursday, September 1</td>
<td>Introduction to library organization: Dewey &amp;</td>
<td>1. Overview of Dewey Decimal System &amp; Library of Congress Classification System:</td>
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<td>Library of Congress</td>
<td><a href="http://libguides.lib.siu.edu/callnumbers">http://libguides.lib.siu.edu/callnumbers</a></td>
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### Week 3

**Monday, September 7 -- LABOR DAY – NO CLASSES**

| Tuesday, September 6 | Popular, Scholarly, & Trade | 1. Scholarly, trade, & popular Articles by Joshua Vossler  
2. Peer Review in 3 Minutes by North Carolina State University  
3. Popular, Trade, and Scholarly Reading by Jennifer Horton | **Due September 11 by 11:59PM**  
Quiz 3  
Assignment 3: News articles and magazines |
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<tbody>
<tr>
<td>Anatomy of common sources</td>
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### Week 4

| Tuesday, September 13 | Relationship between medium & source type | 1. Medium versus Source Type by Joshua Vossler | **Due September 20 by 11:59PM**  
Quiz 4  
Assignment 4: Books and eBooks |
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<tbody>
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<td></td>
<td>Finding books (including eBooks and I-share)</td>
<td>1. Finding a Book in I-Share</td>
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### Week 5

| Tuesday, September 20 | Search basics: developing keywords, broader versus narrow keywords, limiters  
Controlled vocabulary | 1. Controlled Vocabulary and Search Basics by Jordan Forbes | **Due September 25 by 11:59PM**  
Quiz 5  
Assignment 5: Scholarly articles |
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<tr>
<td></td>
<td>Finding scholarly articles</td>
<td>1. How do I find Scholarly Articles by Jessica Zieman</td>
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<tr>
<td>Thursday, September 22</td>
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<tr>
<td>Week 6</td>
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<td><strong>Tuesday, September 27</strong></td>
<td>The Information Cycle</td>
<td>1. The Information Cycle by Joshua Vossler &amp; Christina Heady</td>
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<td><strong>Thursday, September 29</strong></td>
<td>Websites: When to use them and why are they useful?</td>
<td>1. Evaluating Internet Sources: Tips and Tricks for Evaluating Web Sites <a href="http://www.library.illinois.edu/ugl/howdo/webeval.html">http://www.library.illinois.edu/ugl/howdo/webeval.html</a> 2. The CRAAP test.</td>
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| Week 7 | | | | |
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| **Tuesday, October 4** | WORKSHOP DAY | WORK ON FINAL ANNOTATED BIBLIOGRAPHY | |
| **Thursday, October 6** | WORKSHOP DAY | WORK ON FINAL ANNOTATED BIBLIOGRAPHY | |

**Friday, October 7 ------- Final Project Due ------- Friday, October 7**

Saturday, October 8, 12:00 through Tuesday, October 11 – FALL BREAK – NO CLASS
IMPORTANT DATES *

Semester Class Begins: .......................... 08/22/2016
Last day to add full-term course (without Dean’s signature): 08/28/2016
Last day to withdraw from the University with a full refund: 09/02/2016
Last day to drop a full-term course for a credit/refund: 09/04/2016
Deadline to apply to graduate at the end of this term: 09/16/2016
Last day to drop a full-term course (W grade, no refund): 10/30/2016
Final examinations: .................................................. 12/12-12/16/2016
Commencement: .......................................................... 12/17/2016

Note: For more detailed information on the above deadlines, please visit http://registrar.siu.edu/calendars. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at http://registrar.siu.edu/scheduleclass/index.php

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/05/2016
Fall Break 10/08—10/11/2016
Veterans Day Holiday 11/11/2016

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar’s office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit: http://registrar.siu.edu/students/withdrawal.php

INCOMPLETE POLICY ~ Undergraduate only
An INC grade may be assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments for the course. An INC must be changed to a completed grade within one full semester (undergraduates), and one full year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements within the time period designated, the incomplete will be converted to a grade of F and such grade will be computed in the student’s grade point average. For more information visit: http://registrar.siu.edu/grades/incomplete.php

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at http://registrar.siu.edu/students/repeatclasses.php

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

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 contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://srr.siu.edu/student-conduct-code/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

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: call (618) 453-1492, email siukicares@siu.edu, or http://salukicares.siu.edu/

SIU’s EARLY WARNING INTERVENTION PROGRAM (EWIP)
Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: http://corecurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and though text and email alerts. To register for alerts visit: http://emergency.siu.edu/

STUDENT MULTICULTURAL RESOURCE CENTER
The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at http://inclusiveexcellence.siu.edu/

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 the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

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/

MILITARY COMMUNITY
There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:

ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: https://online.siu.edu/

STALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/
MORRIS LIBRARY HOURS: http://libguides.lib.siu.edu/hours/

Office of the Provost: http://pvcaa.siu.edu/
Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:
Literacies:

*Reflective educational leaders* understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

*Reflective educational leaders* understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

*Reflective educational leaders* are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions
The professional attitudes, values, and beliefs demonstrated through verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements