CI 199 section 250: Spring 2016
Introduction to College Research
1st 8 weeks
MW 2:00 – 2:50
Morris Library Room 261

Instructor: Jennifer Horton
Morris Library 260D
(618) 453-2663
jhorton@lib.siu.edu

Office hours: Mondays 11-1 (at the Info Desk)
Tuesdays 10-12 (at the Info Desk)
Thursdays 1-3

Course Description:

CI 199 is a 1-credit course designed to teach basic research skills and to acquaint students with resources and services in Morris Library, as well as the use of the Web for research purposes. The knowledge and experience gained in the class will enable more effective use of the library and other information resources, whether for class assignments, research, personal interest, or lifelong learning. Critical analysis of materials and resources will be strongly emphasized.

Student Learning Objectives:

1. To understand the organization and services of Morris Library
2. To develop effective strategies for accessing information
3. To effectively evaluate and choose appropriate resources to meet specific information needs
4. To gather and use information from varied sources in an ethical manner

Required Materials:

There is no assigned textbook in this class. Handouts will be provided online through SIU Online (D2L) and the student is responsible for accessing the material. These handouts will often be useful to the student for research in future courses, as well as providing assistance for the final project.

Attendance:

Attendance is very strongly encouraged. While attending class, students are expected to listen, ask questions when appropriate, and be considerate of other students. Attendance will be taken and will be closely examined in determination of the final grade.
How to contact me:

How to find my office: Go up to the second floor of the library and out into the balcony area overlooking the Information Commons. My office is room 260D. My name is next to the door. You may also call or email me.

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. For more information, see the Morris Library Guide on Plagiarism at: http://libguides.lib.siu.edu/plagiarism.

Accommodations:

With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/.

Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

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 on posters in buildings on campus, available on the BERT'S website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

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. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Other Useful Information:

Official SIU Student Email Policy: http://policies.siu.edu/policies/email.html
SIU Student Conduct Code:
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. To make a referral to Saluki Cares click, call, or send: http://salukicares.siu.edu/index.html; (618) 453-5714, or siucares@siu.edu.

Late Assignments:

You must complete all assignments on time including the final project. For each day that an assignment is late, 25 percentage points will be deducted from what you would have earned if the assignment had been turned in on time. For instance, if you turn in a 100 point assignment one day late, the highest grade you can get on that assignment is 75 points. In this example, 25 points will be deducted from the score the student would have received had the assignment been turned in on time. Talk to me ahead of time if something arises or inform me in the case of an emergency situation.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-Class Exercises</td>
<td>20 points each for a total of 240 points</td>
<td>24%</td>
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<tr>
<td>Assignment 1 – The Library</td>
<td>100 points</td>
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<td>Assignment 2 – Citations</td>
<td>100 points</td>
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<td>Assignment 3 – Books</td>
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<td>Assignment 4 – Periodicals</td>
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<td>Assignment 5 – Advanced Google</td>
<td>100 points</td>
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<tr>
<td>Final Project (Due 3/11)</td>
<td>200 points</td>
<td>20%</td>
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<tr>
<td>Topic &amp; Keyword List (Due 2/3)</td>
<td>20 points</td>
<td>2%</td>
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<tr>
<td>Citations for 2 Books (Due 2/17)</td>
<td>20 points</td>
<td>2%</td>
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<tr>
<td>Citations for 2 Scholarly Articles (Due 2/24)</td>
<td>20 points</td>
<td>2%</td>
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<tr>
<td>Total</td>
<td>1000 points</td>
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Grades:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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*****Final Project due Friday, March 11, 2016 at 12:00 p.m. (noon)*****
Assignments:

In-class exercises: Most classes (14) will have an assignment dealing with that class session’s topic. Exercises will be completed during the class session. If you miss class, you miss the exercise. There will not be make-ups offered. There will be 14 in-class exercises, but only 12 will count for your final grade. If you miss two, your grade will not be penalized. If you complete all 14, the exercises with the two lowest score will be the one that does not count in your final grade.

Outsides Assignments: There will be five assignments that will be completed throughout the course. All five of these assignments count in the final score. These assignments will be completed outside of class and cover a range of the topics we discuss in class. Each assignment is worth 100 points and the due date for each assignment can be found on the syllabus. The assignments will be handed out in class and placed in D2L that same day. For each day an assignment is late, 25 points (25%) will be deducted from the score the student would have received had they turned the assignment in on time.

Final Project: The final project will draw upon many of the research skills learned throughout the semester. It will be due to the instructor on March 11, 2016 by 12:00 pm (noon). More information about the final project will be given during the first few class sessions of the semester. If there are any questions at all about the project, please contact the instructor. The same late policy as with the assignments applies for the final project. For each day the final project is late, 25 points will be deducted from the score. For example: If an assignment that earned a 92% (184 points out of 200 possible) was turned in one day late, the new score would be 79% (159 points out of 200 possible). If that assignment were two days late, the new score would be 67% (134 points out of 200 possible). You can see, it is definitely worth it to turn your assignments and project in on time.

To help you work on the final project throughout the class, there will be three small parts of the final project due during the semester. These sections will be due in class. More details about these parts of the final project can be found in the final project instructions handed out in class and found on D2L.

Topic & List of Keywords – Due 2/3/15
Citations for 2 Books – Due 2/17
Citations for 2 Scholarly Articles – Due 2/24

This syllabus is subject to change with notice. The instructor reserves the right to alter policies, the number of assignments, due dates, and other aspects of the course as it progresses.
IMPORTANT DATES *
Semester Class Begins ................................................. 01/19/2016
Last day to add a class (without instructor permission): ........... 01/24/2016
Last day to withdraw completely and receive a 100% refund: ....... 01/31/2016
Last day to drop a course using SalukiNet: .......................... 04/03/2016
Last day to file diploma application (for name to appear in Commencement program): ........................................... 02/12/2016
Final examinations: ...................................................... 05/09–05/13/2016

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

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

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 withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

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 D 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 otherwise 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/catalog/undergraduatecatalog.html

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

PLAGIARIASM
Student Conduct Code http://srr.siu.edu/student_conduct_code/

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

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: (618) 453-5714, or suicares@siu.edu, http://salukicares.siu.edu/index.html

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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. For more information please visit: http://www.inclusivexcelence.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/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

ADVISEMENT: http://advisement.siu.edu/

PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/

SIU ONLINE: http://online.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 though 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

References


