CI 441: Multicultural Literature for Children
Spring 2016
Hybrid-Online with Campus Meetings
Wednesday 4:30-6:30 Wham 210A

Professor: Dr. Crystal Caffey
Wham 322N
Telephone: 618.453.4215
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Office Hours: Tuesday & Wednesday: 8:30 a.m.-11:30 a.m., or by appointment
Will hold virtual hours on D2L and Webmail during this time as well and as needed

CI 441 Course description: Identification, selection and evaluation of books and audiovisual materials dealing with various cultural groups such as African Americans, Asian Americans, Native Americans, Hispanic Americans and European Americans.

Expanded Course description: The purpose of this course is to guide educators in the development of a framework from which they examine the impact of cultural, linguistic, and ethnic diversity in literature. As such, emphasis is placed on the development of a critical lens that embraces culturally sustaining practices for groups that have been traditionally underrepresented and inauthentically portrayed in texts. Entails introspection as well as examinations of bias, power, and privilege.

Required Text:


Required Internet Access: It is your responsibility to ensure that you have account access to the sites prior to the 2nd class meeting.

1. D2L (access via SIU Online link upper right side of the SIUC main page using dawgtag login)
2. Livetext (www.livetext.com)
3. Other sites as noted throughout the course

<table>
<thead>
<tr>
<th>Course Objectives: Upon completion of this course, each student will have demonstrated knowledge of and/or competency in the following:</th>
<th>IPTS</th>
<th>IRA</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications of multicultural literature in their teaching practice.</td>
<td>5B, 5C, 5I, 5M, 9A</td>
<td>1.1, 1.3, 3.1, 4.1</td>
<td>2g, 4a, 4m, 5j, 7a, 5r, 8p</td>
</tr>
<tr>
<td>Importance of authentic representations of cultural, linguistic, and ethnic diversity in texts/materials</td>
<td>1A, 3C</td>
<td>4.1</td>
<td>1b, 2a, 2d, 2j, 2o, 3i, 4m, 7a, 7j</td>
</tr>
<tr>
<td>Use of culturally sustaining pedagogies as a means of student motivation and engagement</td>
<td>1K-L, 2N, 5F, 5M</td>
<td>4.1, 4.2</td>
<td>3b, 4b, 4d, 5a, 5g, 5j, 5m, 7a</td>
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<tr>
<td>Critical literacy skills to evaluate, discuss, research, reflect upon and teach about social matters such as diversity, difference, privilege, disadvantage, power and control as applied in texts written for children</td>
<td>2C, 2K, 2N, 5I, 5M</td>
<td>2.1, 4.2</td>
<td>1, 2a-b, 3c, 2.3, 4.1-4, 5</td>
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<tr>
<td>Evaluation and selection of high quality multicultural literature</td>
<td>2I, 6J</td>
<td>2.3</td>
<td>2.3, 4.2, 4.4</td>
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<tr>
<td>Authors and illustrators of multicultural youth literature</td>
<td>2.3, 4.2, 4.4</td>
<td>2k</td>
<td></td>
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<tr>
<td>Strategies for incorporating multicultural literature into the curriculum</td>
<td>2N, 3Q, 5B, 5M, 6A</td>
<td>1.1, 1.3, 2.1, 3.1, 4.3</td>
<td>2d, 2g, 4a, 4m, 5b, 7a, 7j, 8a-L, 8l</td>
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Beliefs About Learning Within This Course

Class experiences are based on the following beliefs about learning:

- **Learning is an active, dynamic process.** We physically engage in the act of literacy by reading and responding to professional readings, conducting mini-inquiries, and designing a presentation for colleagues, that incorporates multi-modal and digital literacies.

- **Learning is both social and collaborative.** We explore our thinking about our readings and experiences through dialogue with others in a scholarly discourse community.

- **Learning occurs as we connect to our experiences, explore tensions, and examine our beliefs.** Responses to readings focus on connecting our lives, literacies, language, and teaching with our readings and experiences. We will frequently read controversial and even offensive materials as we identify and explore tensions to interrogate our beliefs and values. Although you are required to read all assigned materials and complete all assignments, you are not required to like what you read. Moreover, you aren’t required to give up the right to be offended. Instead, express your honest reactions during discussions (both online and face to face) while exhibiting a professional tone, demeanor/disposition, and showing sensitivity to diversity (cultural and otherwise) and respect for colleagues’ opinions.

- **Learning is reflective.** We have many opportunities for critical self-reflection and evaluation in multiple modalities.

- **Learning occurs in a multicultural world with diverse ways of knowing.** We search for professional literature that reflects diversity in thought, expression, and experience.

- **Learning is inquiry-driven.** We seek to develop meaningful questions, expand our ways of knowing, and share these understandings with others to critique and shape our thinking and ways of being in the world.

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
Alignment with the SIU COEHS Conceptual Framework: The conceptual framework identified by Southern Illinois University-Carbondale’s College of Education and Human Services illustrates the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU-C’s Teacher Education Program.

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents/families/guardians, and the profession.

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.

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.

Course requirements/expectations (subject to revision due to student and/or instructor needs):

** This course affords you the opportunity to gain knowledge about diagnostic assessments while apply the instructional techniques that you have studied throughout your program. Each student/clinician will be assigned to work with an individual child/client or a small group of children/clients for the duration of the course. We will work as a team as you plan and evaluate instruction for client(s). The instructor would like to presume that each participant comes with a desire to develop scholarly attitudes and expertise as an educator. Although assignments are given points to determine grades, the instructor would like to believe that each participant endeavors to acquire knowledge beyond a concern about a transcript grade. Students in this course are expected to:

1. **Gain access to various sites:** We will delve heavily into technology use. All assignments and will be submitted via D2L or an alternate site as noted during class. Some assignments may require both paper and online submission. Paper copies of assignments will only be accepted as specified by the instructor. Therefore, you must have access to your D2L account no later than the 2nd class meeting.

2. **Attend every class:** Your clients are depending on you to provide a service. Therefore, you must be on time, in clinic, and prepared to provide instruction to your client(s). Punctuality and attendance are prerequisites to passing this course. Ten attendance points maybe earned per class session. In order to receive full attendance credit, you must be on time and sign/initial the roll sheet for each class date. *Only sign in for yourself and for the current date!* If you are tardy, the instructor will sign you in for the day and five attendance points will be deducted. You are considered tardy after the official start time of the class has passed. Two tardies equal one absence. Being tardy to class 30 minutes or more or leaving class at least 30 minutes early (or any time totaling this) counts as an absence and a loss of attendance points. **Two absences are considered justification for lowering a grade by one letter grade.** Points will be deducted from the grade for both absence and tardiness regardless of the reason. Extreme extenuating circumstances will be dealt with on an individual basis.

3. **Participate actively and regularly in class discussions and activities:** Attendance is easy to document, quantify, and assess, while class participation and professional disposition are far more complex and intangible phenomena to evaluate. While you may be in attendance (physically present), what you do while you are in class is most important. The nature of this class requires that you actively participate in all aspects in class and out of class. The instructor will employ her professional experience and judgment to assess the quantity and quality of your actions, similar to how a school principal evaluates in-service teachers in his/her building. Be mindful of how you conduct yourself; your words, body language, etc… for everything you do or don’t do in class and
online contributes to the “professional impression” you make. You must be engaged in all class activities and discussions. In order to fully participate, you must come to class having read all of the assigned materials, completed homework, and prepared to use the information in discussions and activities. Participation will be evaluated holistically on the basis of quality as well as quantity. Points will be deducted for lack of active participation in both small and large group activities. You must be willing to engage in hands-on learning and assess your own practices and behaviors as well as the practices and behaviors of others. In addition, you must be prepared for each session with your client(s) by having an individualized, targeted lesson planned and by having all needed materials on hand.

4. **Exhibit professional behavior & civility in the classroom:** Students are expected to assist in maintaining a learning environment which is conducive to learning. Evidence of professional demeanor/disposition is expected in both our FTF and online sessions. Exhibit sensitivity to diversity (cultural and otherwise). In order to assure that all students have the opportunity to benefit from time spent in class; students are prohibited from engaging in any form of distractions (**including the unauthorized use/display of cell phones, laptops, or other devices as well as newspapers, or other class assignments **)). Inappropriate behavior in the classroom may result, minimally, in a request to leave class.

5. **Demonstrate professional ethics (including honesty and trustworthiness) and work ethic:**
   - All work that is to be turned in for an evaluation is expected to be the student’s own, prepared specifically for this course. Acts of academic dishonesty, including but not limited to cheating and plagiarism, will not be tolerated! Minimally, in instances where academic dishonesty is suspected, no credit will be given for the work. Additional recourses may be taken following the university policies.
   - All work submitted must be submitted via D2L. You will be given formats to use for various assignments that are to be submitted. It is expected that you will follow these formats as you prepare the assignments. Failure to do so will result in the grade being lowered significantly.
   - **Assignments** posted on the syllabus are due at the beginning of the class period unless you are told differently by the instructor. In extreme circumstances where is may be necessary for you to turn in an assignment late, arrangements must be made in advance. Otherwise, **late assignments will not be accepted or graded.**
     - In-class assignments/activities are due at the end of the class period unless otherwise specified by the instructor. In addition, credit for in-class work is forfeited by any student who is absent on the day that the work is assigned or who attempts to extend/circumvent the submission deadline. **Late submissions of in-class assignments will not be accepted.**
     - **Safeguards:** It is highly recommended that you back up every piece of work that you do on a flash drive and make a hard copy. Keep screen shots showing submission of assignments online.
   - **Deadlines:** Odd things happen in cyberspace: emails get lost; servers disconnect temporarily, logins are impossible, etc. Do not wait until the last minute to complete your assignments. Allow time to meet deadlines. Be sure to check your D2L course mail and announcements often for important messages.
   - **Netiquette:** Netiquette is basically using good manners in cyberspace. Since all of your work is submitted over the net, and you may be communicating with your instructor and colleagues online, be sure your written words are not offensive to the receiver. Remember email, chat logs, discussions, texts, and blogs are documents, and can be read by those other than the intended audience. Flaming or making personal attacks on a person is unacceptable. Whether you are in a chat room, using email, posting to a discussion area, or using other technology, remember to use proper netiquette.

6. **Exhibit appropriate written and oral language facility:** It is important that teachers who are responsible for children’s literacy development (as all teachers are) serve as models for students. Therefore, standard written and oral English are valued highly in this class; students who anticipate difficulty with either are encouraged to speak with the instructor as soon as possible. The S.I.U. Writing Center is an asset to those who may need the assistance.
SPECIAL ACCOMMODATIONS
Special accommodations will be made for any student who has a documented need. Students requesting special accommodations must inform the instructor during the first week of class.

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 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. 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.

COURSE GRADE DETERMINATION (subject to revision at instructor’s discretion): Evaluation of all work is based upon instructor’s judgment of the knowledge of content and application, quality and depth of the work presented, and the rational processes used by students. Grading procedures on assignments vary and may include written feedback (minus a letter or percentage grade), the assignment of points and/or letter grades, the use of rubrics and checklists as well as peer feedback/assessment. The grade for CI 441 will be determined as follows:

Professional Learning Community (PLC) Facilitator/Participant (25%) – In many districts, Reading Teachers and Reading Specialists as well as others within the district offer multiple roles of support for both students and colleagues. You may be asked to conduct professional development workshops and conference presentations. With this in mind, you will be given 30 minutes to brief colleagues about the chosen topic during a “PLC discussion night”. You have an opportunity to choose either an online or a face to face format.
A) PLC Facilitator - The PLC facilitator will lead a discussion/way of exploring (including creative ways) the topics covered. The discussions should last 30 minutes. I encourage creativity (not just power-point presentations), such as small-group or partner discussions/activities, but you must pull together the main points of the readings either before, during, or after the discussion/exploration. In order to encourage whole- or small-group discussions, you might want to provide some guiding questions for the group to discuss or “jigsaw” the class, i.e., that each group focuses on a particular article or issue and then comes together as a whole class to put share the separate insights and discussions. Another suggestion (and there are many other possibilities) is to have a small group focus on the issues in the articles, and another group focuses on the research methodology (if there are empirical studies included that week) or solutions. PLC facilitators must actively involve colleagues in the discussion by designing an interactive activity, asking questions, and using thought provoking probes that encourage colleagues to examine the topic beyond what is presented in the readings.
B) Participant - Each student is expected to actively participate in the discussion about the topic. It is expected that each participant’s comments are meaningful, reflective and exhibit critical analysis of the readings. As we are a community of learners, be prepared to fully engage!

Culturally Authentic Book Dig: (25%) - Short and Fox (2003) note the importance of cultural authenticity while simultaneously acknowledging the difficulty in defining it. Referencing Bishop, the authors concede that “you know it when you see it as an insider reading a book about your own culture” (p. 4). But, how might you develop such skills about other cultures? This assignment is designed to allow you to explore texts about a diverse culture and to delve into the work of a particular author who is from that culture or writes about said culture. This assignment will be assessed in two parts:
A) Children’s Literature Round Table (15%) – We will “come to the table” virtually and discuss high quality literature created by and about people from different cultural, and ethnic groups. You research
texts of all genres with a focus on cultural authenticity. You will share the findings of your research with colleagues in the class. In addition, you will identify additional professional resources that others can access to prepare them to educate themselves about literature by about this cultural group. We will collaborate to decide upon the exact digital format for the round table.

B) **Diverse Author Study (10%)** – You will design a presentation about a particular author who writes diverse literature following an “author’s study”. It is important to include multiple websites and resources that offer information about the author.

**Multicultural Autobiography**-(25%) – These assignments are designed to allow you to explore and share about your cultural, ethnic, and linguistic background as well as your experiences with people from diverse backgrounds and students and families you have encountered.

A) **Where I’m From (10%)**-A close reading of a poem goes beyond circling the metaphors and defining the allusions. It explores what the words, images, and themes reveal about the poet, her cultural background, and her life. Given the chance to hypothesize and to play with the possibilities in the text, you can go beyond identifying simple and obvious characteristics to explore the poet in more depth. You will write a Where I’m From Poem that gives your reader a deeper view into your cultural, ethnic and linguistic background as well as your experiences with multiculturalism.

B) **Mirrors and Windows (15%)**- You will create a presentation that describes the role of literature in your own life using the metaphors of “mirrors and windows.” You will examine how literature has shaped your own identity, culture, and literacy practices. Students will be required to share examples of literature that has shaped their lives to share in class.

**Little Free Multicultural Library Action Plan (25%)**- Knowledge within the field of literacy should be characterized by **praxis** (i.e., using theory to illuminate practice and vice-versa).

A) **Action Plan (10%)**- Develop an “Action Plan” based on your learning and your work in this course. Within this action plan, you will discuss the ways in which your learning will impact teaching and learning within your classroom. In addition, you will address its broader impact within your school and community.

B) **Little Free Multicultural Library (10%)**- Create a free standing library that you stock with 10 culturally authentic children’s text. Must present digital evidence (video and pictorial) that the library has been permanently planted within a community and registered with the Little Free Library site.

C) **African American Read-In (5)**- Make literacy a significant part of Black History Month by participating in the National African American Read-In at your school or with friends. Arrange readings and media and/or media presentations that feature professional African American writers. Digital and written evidence required for credit. [http://www.ncte.org/aari](http://www.ncte.org/aari) for more information

**Civility, Attendance, punctuality, professional demeanor, participation**- The success of this course depends on the commitment of each of you to being an active learner. We will engage in discussions of sensitive topics. It is important that these discussions remain both confidential and civil. Although I understand that emergencies and circumstances may occasionally intervene, absences and consistently late assignments will lower your grade.

**Grading Scale**

A= 92-100%   B= 83-91%   C= 70-82%   D= 60-69%   F= Below 60%

PLEASE NOTE: Grades will not be rounded up or down

**Additional Course Supplies:**
Children’s texts as needed
<table>
<thead>
<tr>
<th>Week #</th>
<th>Class Date</th>
<th>Topic: Readings</th>
</tr>
</thead>
</table>
| 1      | 1/20       | Course Overview & Introduction to Multicultural Literature  
All Materials in D2L *Some videos not listed here, but are in D2L*  
Landt- Multicultural literature...A Kaleidoscope of Opportunity |
| 2      | 1/27       | The Danger of a Single Story (Windows and Mirrors)  
Cai-Multiple Definitions of Multicultural Literature  
Louie-Guiding principles for teaching multicultural literature  
Short & Fox, Ch. 1-The complexity of cultural authenticity in children’s literature  
Landt- Multicultural literature…A Kaleidoscope of Opportunity  
Glazier & Seo-Multicultural Lit and Discussion as Windows and Doors  
Tschida, Ryan, & Swenson-Ticknor-Disruption of a Single Story  
Sciurba-Texts as Mirrors, Texts as Windows  
Paris & Alim-Culturally Sustaining Pedagogy |
| 3      | 2/3        | Power, Privilege, & Indifference: Unpacking Whiteness  
Emb-What is White Privilege?  
Gangi- Unbearable Whiteness of Children’s Literature  
Hobson Color Blind or Color Brave  
Achiebe White Privilege: Unpacking the Invisible Knapsack  
Koss-Diversity in Contemporary Children's Books  
Nolan: My Personal Experience with White Privilege  
Myers-The Apartheid of Children’s Literature  
Scroggins & Gangi-Paul Laurence Who? |
| 4      | 2/10       | Critical Examination of Native American Children’s Literature  
Barclay-Native Americans in Books from the Past  
Sabis-Burns-Taking a Critical Look at Native American Children’s Literature  
Short & Fox Ch. 15-Accuracy and Authenticity in American Indian Children’s Literature  
Thein, Beach, & Parks-Perspective Taking as Transformative Practice  
Bickford & Rich-The Historical Representation of Thanksgiving |
| 5      | 2/17       | Critical Examination of African American Children’s Literature  
McLinn, Reed, Casper-Exploring African American Children’s Literature  
Bishop-Reflections on the Development of African American Children's Literature  
Myers-Where are all People of Color  
Gray-The Importance of Visibility  
Colby & Lyon-Heightening Awareness  
Diller-Opening the Dialogue |
| 6      | 2/24       | Critical Examination of Latino Literature  
Campoy & Ada-Latino Literature for Children and Adolescents  
Short & Fox, Ch. 19-The Use of Spanish in Latino Children's Literature…  
Acevedo-The Portrayal of Puerto Ricans in Children’s Literature  
Hamel, Shaw, Taylor-Community Literacies  
Nilsson-How Does Hispanic Portrayal in Children’s Books Measure Up…? |
| 7      | 3/2        | Critical Examination of Middle East Children's Literature  
Short & Fox, Ch. 22-“I’m Not from Pakistan”  
Lowery-Representations not Representation  
Möller- Mirrors and Windows Through Literature Featuring Arabs, Arab Americans, and People of Islamic Faith  
Kasun-We are Not Terrorists |
| 8      | 3/9        | Critical Examination of Asian and Pacific Island Cultures  
Masuda & Ebersole-Exploring the Literature of Asian and Pacific Island Cultures  
Louie-Unwrapping the Pojagi  
Diep-What are Asian American Youth Consuming  
Kelley-Harmony, Empathy, Loyalty, and Patience in Japanese Children's Literature |
| 9      | 3/16       | Spring Break |

Assignment (Due)

| 1      | 1/31       | Where I’m From  
(Due 1/31) |
| 2      | 2/14       | Checkout African American Read-In  
http://www.ncte.org/aari |
| 4      | 2/21       | PLC Discussion Windows & Doors  
(Due 2/21) |
| 5      | 2/21       | PLC Discussion Diverse Author Study  
(Due 2/21) |
| 6      | 2/28       | African American Read-In  
(Due 2/28) |
| 7      | 3/6        | Children’s Literature Roundtable  
(Due 3/6) |
| 8      | 3/30       | PLC Discussion Action Plan  
(Due 3/30) |
| 9      | 3/30       | Little Free Multicultural Library  
(Due 3/30) |
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 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 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/

PLAGIARISM
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 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) programs. 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 at www.dps.siu.edu (disaster drop down) and the 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. For more information please visit: http://www.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/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu,cp/home/displaylogin
ADVICEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/

Spring 2016 R.O'Rourke