Teaching Reading and Writing in the Secondary Content Areas
Spring 2017
Wednesdays 6:30–9:00 p.m.
Wham 308
“...reading, writing, speaking, listening and viewing are all ways that humans learn.”
—Fisher et al. (2015, p. 1)

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Phone (preferred) 520.237.2938
Office Hours: Wednesday and Thursday 2:30–5:30 p.m. and by appointment
Availability: Online daily and available via email, text, Skype, or Google Hangout

COURSE DESCRIPTION
Teaching Reading and Writing in the Secondary Content Areas. State and national standards for teachers require that teachers know and demonstrate a wide range of literacy methods and skills to promote effective and appropriate classroom communication. This course provides teachers with the knowledge and skills to teach reading and writing in the secondary content areas.

EXPANDED COURSE DESCRIPTION
This course brings together future teachers, representing the disciplines, to explore literacy in the secondary classroom. Together we will jointly examine the role of literacy and the engagement of ideas. We will examine possibilities and challenges for diverse learners, as they use and produce texts in the secondary disciplines. You will become acquainted with information about the processes involved in reading, writing, and thinking in the disciplines and with pedagogical approaches that support students in becoming critical thinkers.

Teachers in all content area classes play an important role in the literacy development of students. As such, we will focus on principles of literacy, both theoretical and practical, “text,” and comprehension. We will incorporate and employ instructional methods and routines for comprehension of important concepts; enhance our ability to construct unit and lesson plans that acknowledge and account for student diversity, processes of learning, and content objectives; and enable teachers to analyze, critique, and use textbooks and other print materials. We will investigate our personal beliefs about literacy and the role that content area teachers play in bringing literacy into the disciplines, making content accessible and meaningful for students.
**COURSE OBJECTIVES**
By the end of this course students should know and be able to do the following:

<table>
<thead>
<tr>
<th>Objective</th>
<th>IPTS</th>
<th>ILA</th>
<th>ISTE</th>
<th>Course Assignment(s)</th>
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<tbody>
<tr>
<td>State and critically assess your own beliefs about literacy and learning</td>
<td>1F; 6B</td>
<td>4.1; 6.2</td>
<td></td>
<td>Literacy and learning narrative; artifact presentation; e-response journal; course testimonial and reflection</td>
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<td>in your content area.</td>
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<tr>
<td>Explain the nature of and relationship among literacy processes and</td>
<td>1A, 1B, 1C, 1E; 2B, 2C, 2E</td>
<td>1.1,4.1</td>
<td>1a</td>
<td>e-response journal; content area routines and strategies; digital disciplinary literacy portfolio</td>
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<tr>
<td>practices such as reading, writing, discussing, interpreting, and critiquing.</td>
<td>2F, 2G; 5A, 5B, 5F; 6A, 6B, 6C, 6D, 6F</td>
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<tr>
<td>Explain how literacy processes and practices relate to thinking and</td>
<td>1A, 1B, 1C, 1E; 2B, 2C, 2E</td>
<td>1.1, 4.1</td>
<td>1a</td>
<td>e-response journal; content area routines and strategies; research article critique; digital disciplinary literacy portfolio</td>
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<tr>
<td>learning in the discipline.</td>
<td>2F, 2G; 3G; 5A, 5B, 5F; 6A, 6B, 6C, 6D, 6F, 6I</td>
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<td>Understand and apply the following concepts to teaching in the content</td>
<td>1A, 1B, 1C, 1E; 1i; 2B, 2C</td>
<td>1.3, 2.1, 2.2, 2.3;</td>
<td>2a</td>
<td>Content area routines and strategies; digital disciplinary literacy portfolio; disciplinary teaching demo</td>
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<td>area: text structure and coherence; comprehension and interpretation of</td>
<td>2E, 2F, 2G, 2i, 2k, 2q;</td>
<td>3.1, 3.2; 5.3</td>
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<td>text; metacognitive strategies and instructional routines; disciplinary</td>
<td>3C, 3E, 3G, 3N; 4D, 5B, 5F, 5S; 6A, 6C, 6D, 6G, 6H, 6I, 6Q, 7B, 7L</td>
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<td>vocabulary; social interaction and discussion; and evaluation of student</td>
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<td>Teach and assess a content area lesson.</td>
<td>1B, 1i; 2B, 2C, 2E, 2G, 2i</td>
<td>1.3, 2.1, 2.2, 2.3; 3.2, 5.3, 5.4;</td>
<td>2a; 3d; 4b;</td>
<td>Disciplinary teaching demo self-assessment; course testimonial and reflection</td>
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<td>Reflect on the role of the content area teacher in developing disciplinary</td>
<td>1B, 1F; 3C; 6B, 6I; 9H, 9I</td>
<td>5.2, 6.2</td>
<td>1d; 5c</td>
<td>Literacy and learning narrative; e-response journal; research article critique; course testimonial and reflection</td>
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<td>and content area literacy.</td>
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REQUIRED TEXTS
Available on Kindle

You are required to have a LiveText account

Recommended Text
Available on Kindle

Other Course Texts
I provide additional texts and resources. These will be posted on D2L. You select potential resources that you might ask students to read when teaching. These resources may be found at the University and public libraries, the popular press, the Internet, your own library, or obtained from teachers and professors you know.

Standards
Reading and writing standards for one grade level you will be teaching (at least one grade level is required). You will use these standards when working on your lesson plans and planning portfolio.

Links for Common Core Standards:
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf for English Language Arts & History/Social Studies, Science, & Technical Subjects

Next Generation Science Standards:

C3 Standards
http://www.socialstudies.org/c3/c3framework

Standards from your professional organization, i.e., NCTE, NCTM, NCTSS

COURSE EXPERIENCES
Course experiences provide opportunities to apply and construct course understandings. A major goal is to develop a learning community to help pre-service teachers construct knowledge of language, literacies, and practices that support learning in the disciplines. Course assignments are designed to connect knowledge from other teacher education courses with your personal experiences and with your professional and personal goals.

Critical literacy and learning narrative (10%): Students create a critical narrative where they recall, reflect, and share their personal literacy background within the context of their culture. Students should reflect on the influential literacy experiences in their lives and how those experiences relate to current ideas about literacy and their future teaching. The personal literacy narrative is submitted to D2L Assignments. Students also create an artifact to present to the class that represents their disciplinary literacy journey. The personal literacy narrative consists of a
minimum of three full pages. (A handout that further explains this assignment will be posted on D2L) IPTS 1F, 6B; IRA 1.3, 4.1, 6.2

**Participation (30%):** Attendance and active participation are required for every session because you are a member of a learning community. Absences mean that you cannot learn from others, and they cannot learn from you (see Appendix A regarding absences and assignments). Students will keep a weekly e-response journal. The e-response journal provides a space to respond to readings and reflect on thinking and learning (minimum 3 paragraphs). Responses should include evidence of your reflection on the content, activities, connections made between your personal and professional experiences, and the value of the ideas and learning experiences. You should ask questions and predict how these experiences might be applicable to teaching. Students will complete assignments that correspond to the readings. Post these in D2L Assignments and bring hard/electronic copies to class. Last, participation includes 2 classroom observations. Students are required to take field notes, write-up their observations, and include a reflection (minimum 3 paragraphs) on their experiences. IPTS 1A, 1B, 1C, 1E, 1F, 2B, 2C, 2E, 2F, 2G, 3C, 3G, 4D, 5A, 5B, 6B, 6F, 9H; IRA 1.1, 1.3, 2.1, 6.2; ITSE 1a, 1d, 5c

**Research Article Critique (10%):** Select a research article in your content area, and write a 2 page review of the selected article. In the first paragraph, briefly summarize the article including the author’s purpose, methods used to arrive at knowledge, and findings. Next, relate the findings of the article to the content knowledge of our course. In the conclusion of your review apply the findings to your future teaching. IPTS 2B, 2C, 2F, 2G, 3G; IRA 1.1, 6.2; ISTE

**Digital Disciplinary Literacy Portfolio (40%):** Students create two disciplinary lessons that demonstrate the ability to use ideas from the course in their content area. The planning portfolio includes the components listed below and a final course testimonial. A separate assignment sheet outlining the requirements listed below and a scoring rubric will be provided. IPTS 1A, 1B, 1C, 1E, 1F, 1I, 2B, 2C, 2E, 2F, 2G, 2K, 2L, 2Q, 3C, 3G, 3N, 4D, 5B, 5F, 5S, 6A, 6B, 6C, 6D, 6I, 6Q, 7B, 7L, 9H, 9I; IRA 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 5.2, 5.3, 6.2; ISTE 1a, 2a, 3d, 4b, 5C

**Required sections:**

- Content area texts—planning for instruction: Texts that support student learning and engagement with concepts from your content area (minimum of three)
- Content area routines and strategies: Choose content/discussion routines and strategies (minimum of four) that you have developed in this class. Expand on why you chose these routines and strategies, and demonstrate how you would use each in your content area classroom.
- Lesson Planning:
  - Concept Map for each lesson plan
  - Lesson plans (2): The lesson plans will demonstrate ability to incorporate course content and integrate technology tools. One of the two lesson plans must be technology enabled.
  - Teaching demonstration self-assessment and reflection will be included in this category. The lesson plans and teaching demo will demonstrate the ability to incorporate the content and learning from this course in your content area.
- Course testimonial and reflection (minimum 3 full pages): Final statement on the course, contents of the portfolio, and end of course reflection. The testimonial is a statement of what was learned and what was meaningful. The reflection includes students’ reflections on growth, tensions, and effort. Students provide a rationale for their grade in the course.
Disciplinary Literacy Teaching Demo (10%). Students will present a 12-minute demo for 1 of the 2 lesson plans. The lesson demo will be video-taped. The lesson demo should include an activity. A lesson demo is a snapshot of a lesson or a lesson that can be taught in 12 minutes; it is not an entire lesson crammed into 12 minutes. Complete the self-assessment, and post your self-assessment in D2L Assignments. After I receive your response, I will provide feedback on the lesson demo. Include the self-assessment in your Digital Disciplinary Literacy Portfolio.

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

NB: Completing the above course requirements does not automatically result in an “A” grade. An “A” grade is earned only by satisfying the highest standards set for each assignment, regular attendance, and thoughtful, active participation in the course. Professionalism is about thinking, working ahead, and living up to obligations.
**COURSE CALENDAR**

The information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable notice, as deemed appropriate by the instructor. All changes and adjustments will be discussed in class when possible and posted under Announcements in D2L.

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<thead>
<tr>
<th>Date</th>
<th>Theme Learning Activities</th>
<th>Due</th>
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<tr>
<td>18 Jan.</td>
<td><strong>Introductions and Overview</strong> &lt;br&gt;Activities: Review Course Syllabus</td>
<td><strong>Due January 24th</strong> &lt;br&gt;Readings: Time to Act; Snow &amp; Moje (2010) &lt;br&gt;Assignments: Syllabus 3-2-1; Reading Metacognitive Survey*; Cleary Interview*; e-journal reflection #1</td>
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<td>25 Jan.</td>
<td><strong>Adolescent Literacy and the Disciplines: What's the big deal?</strong> &lt;br&gt;Interactive lecture, discussion, and related activities</td>
<td><strong>Due February 1st</strong> &lt;br&gt;Readings: What is Literacy?; The Important of the Act of Reading; Cognition and Representation: A Way to Pursue the American Dream &lt;br&gt;Assignments: Dialectic Journal*; e-journal reflection #2; 5 artifact presentations</td>
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<td>1 Feb.</td>
<td><strong>Reading Processes and Practices</strong> &lt;br&gt;5 artifact presentations; Interactive lecture, discussion, and related activities; artifact presentations</td>
<td><strong>Due February 8th</strong> &lt;br&gt;Readings: Gillis et al. Chapters 1-2 &lt;br&gt;Assignments: Anticipation Guide* (see D2L); e-journal reflection #3; 5 artifact presentations</td>
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<td>8 Feb.</td>
<td><strong>Reading, Writing, Listening and Speaking: Planning for Instruction in the Content Areas</strong> &lt;br&gt;5 artifact presentations; Interactive lecture, discussion, and related activities; artifact presentations</td>
<td><strong>Due February 15th</strong> &lt;br&gt;Readings: Gillis et al. Chapters 3-4; Skim Text Structures Fisher et al. (2014); Fisher &amp; Frey (2012) &lt;br&gt;Assignment: Questioning the Author (QTA)* for Chapter 3; bring a content area textbook to class; e-journal reflection #4; 5 artifact presentations</td>
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<td>15 Feb.</td>
<td><strong>Assessing Students and Texts</strong> &lt;br&gt;5 artifact presentations; Interactive lecture, discussion, and related activities; artifact presentations</td>
<td><strong>Due February 22nd</strong> &lt;br&gt;Readings: Gillis et al. Chapters 5-6 &lt;br&gt;Assignments: Observation #1 write-up; Different Perspectives Graphic Outline* for Chapter 6; e-journal reflection #5; 5 artifact presentations</td>
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<td>22 Feb.</td>
<td><strong>Preparing to Read and Reading to Learn</strong> &lt;br&gt;Interactive lecture, discussion, and related activities; review of Literacy and Learning Narrative; artifact presentations</td>
<td><strong>Due March 1st</strong> &lt;br&gt;Readings: Gillis et al. Chapter 7; Bromley (2007); Baumann &amp; Graves (2010) &lt;br&gt;Assignments: Create a set of 10 word cards* for the readings; e-journal reflection #6; 5 artifact presentations</td>
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<td>1 Mar.</td>
<td><strong>An In-depth Look at Vocabulary</strong> &lt;br&gt;Interactive lecture, discussion, and related activities; artifact presentations</td>
<td><strong>Due March 8th</strong> &lt;br&gt;Readings: Gillis et al. Chapter 8; Select and read a research article in your content area</td>
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<td>Date</td>
<td>Activity</td>
<td>Due Date</td>
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<td>8 Mar.</td>
<td>Reflecting on Reading and Writing</td>
<td>Mar 22nd</td>
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<td>Week #8</td>
<td>Interactive lecture, discussion, and related activities</td>
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<td>15 Mar.</td>
<td>Spring Break</td>
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<td>Week #9</td>
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<td>22 Mar.</td>
<td>Disciplinary Writing (1)</td>
<td>Mar 29th</td>
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<td>Week #10</td>
<td>Interactive lecture, discussion, and related activities</td>
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<td>29 Mar.</td>
<td>Disciplinary Writing (2)</td>
<td>Apr 5th</td>
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<td>Week #11</td>
<td>Interactive lecture, discussion, and related activities; overview of Digital Disciplinary Literacy Portfolio; sign-up for article jigsaw</td>
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<td>5 Apr.</td>
<td>Disciplinary Writing (3)</td>
<td>Apr 12th</td>
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<tr>
<td>Week #12</td>
<td>Interactive lecture and discussion; article jigsaw</td>
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<td>12 Apr.</td>
<td>Literature in the Disciplines</td>
<td>Apr 19th</td>
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<tr>
<td>Week #13</td>
<td>Interactive lecture and discussion; book talks; 5 lesson demos</td>
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<td>19 Apr.</td>
<td>Building Academic Literacy through Apprenticeships</td>
<td>Apr 26th</td>
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<td>Week #14</td>
<td>Interactive lecture and discussion; 5 lesson demos</td>
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<tr>
<td>Week #15</td>
<td>Interactive lecture, discussion; 5 lesson demos</td>
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<td>3 May</td>
<td>Wrapping Up—Bringing Closure</td>
<td>May 10th</td>
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<td>Week #16</td>
<td>Discussion; 10 lesson demos</td>
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<tr>
<td>10 May</td>
<td>Final Exam—5:00 p.m. – 7:00 p.m.</td>
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* Post to D2L and bring a hard or electronic copy to class
Appendix A

Course Policies

**Attendance.** Attendance is mandatory. Two absences will be **considered justification for lowering the course grade by one letter grade.** Extenuating circumstances will be dealt with on an individual basis. **Email or text at your earliest convenience to notify me of any tardiness or absence.** Failure to do so will result in an unexcused absence.

**Participation and active engagement.** Come to class prepared and ready to actively engage in learning activities. Read and complete assignments before class, thoughtfully participate in discussions and activities, and actively work with others. Your participation and contributions are essential to building a professional learning community.

**Assignments.** All assignments must be posted to D2L before class on Wednesdays by 5:00 p.m. Please observe due dates. Points will be deducted for late work; any assignment submitted more than one class meeting late will receive no more than half the points available for that particular assignment. All work must be typed. Papers must follow APA guidelines, i.e., double spaced, 12 font, one-inch margins.

**Exhibit professional behavior and civility.** Students are expected to assist in maintaining a learning community that is conducive to learning. Embracing diversity (cultural, religious, and otherwise) and others’ ways of knowing enriches our professional learning community. Technology and devices that enhance, but do not distract or disrupt, the learning environment are welcomed. I reserve the right to change this policy at any time should circumstances warrant.

*I am always open to suggestions.*

*If you anticipate issues related to the requirements of this course, please discuss them with me at your earliest convenience. Likewise, if you have concerns about the coursework, teaching, grading, etc. It is imperative that I know as soon as possible, so I can mediate them.*

*I am excited to get to know you, work with you, and learn with you!*
Appendix B

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


IMPORTANT DATES
Semester begins: 01/17/2017
Last day to add full-term course (without Dean’s signature): 01/22/2017
Last day to withdraw from University with a full refund: 01/27/2017
Last day to drop a full-term course for a credit/refund: 01/28/2017
Deadline to supply grades at the end of this term: 04/2/2017
Final examinations: 05/8-05/12/2017
Commencement: 05/13/2017

SPRING SEMESTER HOLIDAYS
Martin Luther King Jr. ’s Birthday Holiday 01/16/2017
Spring Break 03/13-03/19/2017
WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a semester must officially withdraw from the
registration in a timely manner to avoid being charged as well as receiving a failing
grade for those classes. As 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 with-
drawing from SIU visit: http://nireistrar.siu.edu/students/withdrawal.php
INCOMPLETE POLICY - Undergraduate only
An INC grade may be assigned when, for reasons beyond their control, stu-
dents engaged in passing work are unable to complete all course assignments for
the course. An INC must be changed to a completed grade within one full semester
(undergraduate), and one full year (graduate student), from the close of the term in
which the course was taken or graduated, whichever occurs first. Should the student
fail to complete the remaining course requirements within the time period designat-
ed, 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 takes Summer 2013 or later, only the most recent (last) grade will be
considered in the overall GPA and count toward hours earned. This policy will be ap-
plied to all transferable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same insti-
tution are considered repeats under this policy. See full policy at http://
registrar.siu.edu/students/repeatcourse.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 sup-
port 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 a case. The process involves: interviews, reviews of student-
supplied documentation, and completion of Disability Accommodation Agreements
at disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://sr.siu.edu/student-conduct-code/
Guidelines for Faculty http://prcaasi.edu_commonDocuments/PlagiarismGuide’s
2016%20Premiers1%20PremiersLS.pdf

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 har-
assed or assaulted, you can find the appropriate resources here: http://
safe.siu.edu

SYLLABI CARES
The purpose of Saluki Care is to develop, facilitate and coordinate a univer-
sity-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
compassion that will challenge our students and their families that they are an
important part of the community. For Information on Saluki Care: call(618)
453-1492, email siucare@siu.edu, or http://salukicare.siu.edu/

SIU’S EARLY WARNING INTERVENTION PROGRAM (EWP)
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/core-curriculum-overview/

EMERGENCY PROCEDURE
We ask that you become familiar with Emergency Preparedness @ SIU.
Emergency response information is available on posters in buildings on cam-
pus, on the Emergency Preparedness @ SIU website, and through 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 step by the
Center, located in Carbondale Commons, to see the resources available and
examine ways you can get involved on the campus. Visit us at http://
inclusivexcellece.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on cam-
pus and math labs. To find more information please visit the Center for
Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: math.siu.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and fac-
ulty. 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 discrimina-
tion 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
enrollment, and other unforeseen military and veteran related develop-
ments 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/
SALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/
MORRIS LIBRARY HOURS: http://libguides.lib.siu.edu/hours

Office of the Provost: http://myccsiu.siu.edu/