

Public Opinion  
MCMA 555  
Monday 6:00-9:00  
1214 Comm  
Fall 2015

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Office Hours: Tuesday 8:30-11:00 Thursday 1:00-3:30  
By appointment By appointment

## 1 Course Description

This course introduces students to the main topic of public opinion and media in the United States. We will learn by reading major research papers and books, as well as writing on this topic. By the end of this course, you will be able to demonstrate knowledge about the measurement of public opinion, identify sources of individual opinions, explain the impact of media on opinions, and understand main cutting-edge findings. You will also increase your ability to analyze quantitative research as it pertains to politics, media, and American democracy.

Because this is a large and heterogenous topic that cross-field, the class will only cover a fraction of the field. As a consequence, the material in this syllabus reflects my research interest: quantitative analysis how politics and media affect public opinion in the United States. This leaves out many interesting and important issues, including qualitative studies of public opinion and topics that are not political in nature. Nonetheless, students who are interested in these other subjects should still find the theoretical material helpful.

## 2 Course Philosophy

Democratic government presumes that the public will have an important role in guiding the government and its policy. Many theoretical treatments of this relationship question if the public could fill its role, doubting that regular people can make “good” decisions for the public interest. Of the many concerns was whether people had could hold “good” opinion, meaning opinions that were not self-interested, uninformed, or susceptible to manipulation. Such questions naturally attracted the attention of political scientist, sociologists, and scholars of mass communication. Of late, the study of public opinion has been at the center of research in communication, because it focuses on how media messages are presented and used by people to form opinions.

This leads to some interesting issues in American politics and communication. How informed are citizens? How do people formulate their opinions? Where do people learn about politics and policy? How unbiased is

public opinion? And so on. In this class, we attack these questions by reading research that tries to measure and analyze people's answers to questions in experiments and surveys. There are three distinct units. First, we will focus on the definition of opinion and how it is formed. Second, we will examine the relationship between media messages and public opinion. Finally, we will look at some research topics that have captured the imagination of scholars and others.

Be aware that this syllabus does not cover everything in the field. With that in mind I have provided some research papers that are of interest to me and could be useful for you in the class. If you want to talk about these papers – or others – please come see me.

### 3 Course Requirements

#### 3.1 Overview

There are three requirements for this class: class preparation and participation, weekly memoranda, and a research paper. The weight assigned to these requirements is below.

Participation	250 points	Weekly
Weekly Reaction Memoranda	250 points	Weekly
Research Paper	500 points	December 4

#### 3.2 Class Preparation and Participation

Attendance and participation are mandatory for this course. It is imperative that you come prepared to discuss all course material each week. Be prepared to answer the following questions for each of the assigned readings:

1. What is the main contribution of the reading to scholarly knowledge?
2. What theoretical tradition is the reading working within or in contrast to?
3. What hypotheses are offered for empirical analysis?
4. What are the data and measures used in the paper? What methodological techniques are used to analyze the data? Are the data and methods appropriate for evaluating the theory and hypothesis?
5. What are the main findings?
6. What are the implications of the theory and results for our understanding of political behavior?
7. What are your criticisms of the research?

Active participation accounts for 25% points towards your final grade. These points are based on my qualitative assessment of how actively you engage the material and class, the quality of that engagement, and your ability to forcibly *but* respectfully engage classmates.

#### 3.3 Weekly Reaction Memoranda

Every student is required to turn in weekly memoranda that summarize reactions to and reflections on the week's readings. After they are written, they should be posted online by no later than 10:00 a.m. each Monday. Memoranda should not summarize the readings, but should outline thoughts on the week's theme and/or specific readings for the week. Students will receive one of three grades—completed, acceptable, or outstanding—on each weekly memoranda. The final grade for the semester will be based on the instructor's subjective view of how diligently and competently these memoranda were completed. This is worth 25% of your final grade.

### 3.4 Research Paper

Students are required to write a 17-22 page research paper. You have two options for this paper. First, you can write a literature review. This paper must discuss the scientific literature on a topic on communication and public opinion. Your review must both describe the relevant papers and offer a reasoned criticism. Second, you can write an academic research paper. There are no restrictions regarding theory and methodology, but the paper should try to make an empirical contribution to communication and/or public opinion. Students taking this option may work in pairs if they so wish, keeping in mind that the expectations will be higher. All projects must be approved by the instructor. Students will submit their final paper on Friday, 4:30 p.m., December 4 and present their paper at our final class meeting (December 7). The paper will be worth 40% of the final grade, with the presentation accounting for an additional 10%.

## 4 Course Policies

### 4.1 Absences

I expect you to attend every class session. If you must miss this class for some reason, you can receive an excused absence if you contact the instructor in advance. To be absolutely clear - I do not expect to provide any excused absences except in exceptional circumstances.

### 4.2 Missed Assignments

All assignments are due on the date assigned unless the instructor indicates otherwise. Any assignments that are not turned in on time will lose half a letter grade for each day they are late. Any assignment more than two days late will not be accepted. **It is considered bad form to turn in late work in graduate classes, so I encourage you to meet your deadlines.**

### 4.3 Incompletes

There will be no incompletes given in this class except in cases of emergency or where university policy applies to the contrary.

### 4.4 Cheating and Academic Misconduct

Any student engaging in academic misconduct will receive an F in my course and be reported to the Dean. I will also recommend your expulsion from the graduate program. I suggest that, as a start, you use the following common sense criteria:

- Group work not approved by the instructor constitutes academic fraud.
- Representing anyone else's written work as your own is plagiarism.
- Representing anyone else's ideas as your own is academic misconduct.
- Using unauthorized resources on exams or in papers is cheating.
- Turning in work from other classes without permission is academic misconduct.

If you have any questions about what constitutes cheating or academic misconduct, you should examine the university policy and/or ask the instructor prior to turning in any assignment.

## 4.5 Problems and Emergencies

Anyone who has academic or personal problems is free to see me during office hours or to make appointment. Students that have difficulty making my office hours should inform me immediately. If a student has an emergency - academic or otherwise - s/he can contact me by email. If this attempt is not successful within a reasonable amount of time, it is permissible to call me at home.

## 4.6 Grading Policies and Standards

Grades on assignments are returned as promptly as possible. There are no guarantees on how quickly graded assignments will be returned. If students receive an assignment back and have questions about the grade, they must wait at least two days until asking the instructor to review the grade. If a student wants a re-grade, s/he must submit a single-spaced, single paragraph note explaining why the original grade is inappropriate. All assignments submitted for a re-grade can go up or down.

## 5 Textbooks

This course is an intensive learning experience. You will learn primarily by reading and then discussing that material with your instructor and classmates. Accordingly, there is a lot of reading for this course. A great deal of this reading is in seven required books that are available from the University Bookstore. Other readings are available on-line at JSTOR, in the library, or on the course D2L site.

- Vincent Price. *Public opinion*. Sage, 1992
- Markus Prior. *Post-broadcast democracy: How media choice increases inequality in political involvement and polarizes elections*. Cambridge University Press, 2007
- Natalie Jomini Stroud. *Niche news: The politics of news choice*. Oxford University Press, 2011
- John Zaller. *The nature and origins of mass opinion*. Cambridge university press, 1992

## 6 Course Schedule and Reading Assignments

### Week 1, August 24. Big Questions in Public Opinion

- Bernard Berelson. Democratic theory and public opinion. *Public Opinion Quarterly*, pages 313–330, 1952
- Russell J Dalton. Citizen attitudes and political behavior. *Comparative political studies*, 33(6-7):912–940, 2000
- Susan Herbst. *Numbered voices: How opinion polling has shaped American politics*. University of Chicago Press, 1993
- Sidney Verba. The citizen as respondent: sample surveys and american democracy presidential address, american political science association, 1995. *American Political Science Review*, 90(01):1–7, 1996

### Week 2, August 31. Definition and Measurement

- Adam J Berinsky. *Silent voices: Public opinion and political participation in America*. Princeton University Press, 2004
- Donald P Green, Shang E Ha, and John G Bullock. Enough already about black box experiments: Studying mediation is more difficult than most scholars suppose. *The Annals of the American Academy of Political and Social Science*, 628(1):200–208, 2010

- Jon A Krosnick, Allyson L Holbrook, Matthew K Berent, Richard T Carson, W Michael Hanemann, Raymond J Kopp, Robert Cameron Mitchell, Stanley Presser, Paul A Ruud, V Kerry Smith, et al. The impact of "no opinion" response options on data quality: Non-attitude reduction or an invitation to satisfy? *Public Opinion Quarterly*, 66(3):371–403, 2002
- Price, Chs. 2 and 3
- Zaller, Chs. 2 and 4

### **Week 3, September 7. Labor Day, No Class.**

### **Week 4, September 14. Sources of Opinion**

- Marc Hetherington and Elizabeth Suhay. Authoritarianism, threat, and americans support for the war on terror. *American Journal of Political Science*, 55(3):546–560, 2011
- Dennis Chong, Jack Citrin, and Patricia Conley. When self-interest matters. *Political Psychology*, 22(3):541–570, 2001
- William Mishler and Richard Rose. Generation, age, and time: The dynamics of political learning during russia's transformation. *American Journal of Political Science*, 51(4):822–834, 2007
- Pamela Johnston Conover. The influence of group identifications on political perception and evaluation. *The Journal of Politics*, 46(03):760–785, 1984
- Price, Ch. 4

### **Week 5, September 21. Values**

- Stanley Feldman. Structure and consistency in public opinion: The role of core beliefs and values. *American Journal of Political Science*, pages 416–440, 1988
- Stanley Feldman and Marco R Steenbergen. The humanitarian foundation of public support for social welfare. *American Journal of Political Science*, pages 658–677, 2001
- Paul Goren, Christopher M Federico, and Miki Caul Kittilson. Source cues, partisan identities, and political value expression. *American Journal of Political Science*, 53(4):805–820, 2009
- William G Jacoby. Value choices and american public opinion. *American Journal of Political Science*, 50(3):706–723, 2006

### **Week 6, September 28. Competence and Ideology**

- Shawn Treier and D Sunshine Hillygus. The nature of political ideology in the contemporary electorate. *Public Opinion Quarterly*, 73(4):679–703, 2009
- Philip Converse. E. 1964.the nature of belief systems in mass publics.. *Ideology and discontent*, pages 206–61, 1970
- Christopher M Federico and Monica C Schneider. Political expertise and the use of ideology: Moderating effects of evaluative motivation. *Public Opinion Quarterly*, 71(2):221–252, 2007
- Arthur Lupia. Shortcuts versus encyclopedias: information and voting behavior in california insurance reform elections. *American Political Science Review*, 88(01):63–76, 1994
- Zaller, Chs. 1 and 3

## **Week 7, October 5. Learning and Persuasion**

- Jennifer Jerit and Jason Barabas. Bankrupt rhetoric how misleading information affects knowledge about social security. *Public Opinion Quarterly*, 70(3):278–303, 2006
- Matthew S Levendusky. Rethinking the role of political information. *Public Opinion Quarterly*, 75(1):42–64, 2011
- Michael X Delli Carpini. In search of the informed citizen: What americans know about politics and why it matters. *The Communication Review*, 4(1):129–164, 2000
- Zaller, Chs. 5 and 6
- Gabriel S Lenz. Learning and opinion change, not priming: Reconsidering the priming hypothesis. *American Journal of Political Science*, 53(4):821–837, 2009

## **Week 8, October 12. Columbus Day, No Class.**

## **Week 9, October 19. Framing.**

- Dennis Chong and James N Druckman. A theory of framing and opinion formation in competitive elite environments. *Journal of Communication*, 57(1):99–118, 2007
- Yuqiong Zhou and Patricia Moy. Parsing framing processes: The interplay between online public opinion and media coverage. *Journal of Communication*, 57(1):79–98, 2007
- Paul M Kellstedt. Media framing and the dynamics of racial policy preferences. *American Journal of Political Science*, pages 245–260, 2000
- Dietram A Scheufele and David Tewksbury. Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of communication*, 57(1):9–20, 2007
- Zaller, Chs. 7-9

## **Week 10, October 26. Priming and Agenda Setting.**

- Nicholas A Valentino. Crime news and the priming of racial attitudes during evaluations of the president. *Public Opinion Quarterly*, pages 293–320, 1999
- Nicholas A Valentino, Vincent L Hutchings, and Ismail K White. Cues that matter: How political ads prime racial attitudes during campaigns. *American Political Science Review*, 96(01):75–90, 2002
- Maxwell E McCombs and Donald L Shaw. The agenda-setting function of mass media. *Public opinion quarterly*, pages 176–187, 1972
- Joanne M Miller and Jon A Krosnick. News media impact on the ingredients of presidential evaluations: Politically knowledgeable citizens are guided by a trusted source. *American Journal of Political Science*, pages 301–315, 2000
- Shanto Iyengar and Adam Simon. News coverage of the gulf crisis and public opinion a study of agenda-setting, priming, and framing. *Communication research*, 20(3):365–383, 1993

## **Week 11, November 2. Selection Exposure.**

- Natalie Jomini Stroud. *Niche news: The politics of news choice*. Oxford University Press, 2011

## **Week 12, November 9 New Media and Opinion.**

- Zizi Papacharissi. The virtual sphere the internet as a public sphere. *New media & society*, 4(1):9–27, 2002
- Magdalena E Wojcieszak and Diana C Mutz. Online groups and political discourse: Do online discussion spaces facilitate exposure to political disagreement? *Journal of Communication*, 59(1):40–56, 2009
- Kate Kenski and Natalie Jomini Stroud. Connections between internet use and political efficacy, knowledge, and participation. *Journal of broadcasting & electronic media*, 50(2):173–192, 2006
- Weiwu Zhang, Thomas J Johnson, Trent Seltzer, and Shannon L Bichard. The revolution will be networked: The influence of social networking sites on political attitudes and behavior. *Social Science Computer Review*, 2009
- Michael Xenos and Patricia Moy. Direct and differential effects of the internet on political and civic engagement. *Journal of Communication*, 57(4):704–718, 2007

## **Week 13, November 16. Deliberation and Discussion.**

- Simon Jackman and Paul M Sniderman. The limits of deliberative discussion: A model of everyday political arguments. *Journal of Politics*, 68(2):272–283, 2006
- Jason Barabas. How deliberation affects policy opinions. *American Political Science Review*, 98(04):687–701, 2004
- Robert Huckfeldt, Paul Allen Beck, Russell J Dalton, and Jeffrey Levine. Political environments, cohesive social groups, and the communication of public opinion. *American Journal of Political Science*, pages 1025–1054, 1995
- Nojin Kwak, Ann E Williams, Xiaoru Wang, and Hoon Lee. Talking politics and engaging politics: An examination of the interactive relationships between structural features of political talk and discussion engagement. *Communication Research*, 32(1):87–111, 2005
- Elisabeth Noelle-Neumann. The spiral of silence a theory of public opinion. *Journal of communication*, 24(2):43–51, 1974
- Lilach Nir. Cross-national differences in political discussion: Can political systems narrow deliberation gaps? *Journal of Communication*, 62(3):553–570, 2012
- Price, Ch. 5

## **Week 14, November 26. Issues.**

- Matthew A Baum. Sex, lies, and war: How soft news brings foreign policy to the inattentive public. *American Political Science Review*, 96(01):91–109, 2002
- Darren W Davis and Brian D Silver. Civil liberties vs. security: Public opinion in the context of the terrorist attacks on america. *American Journal of Political Science*, 48(1):28–46, 2004
- Elizabeth Popp and Thomas J Rudolph. A tale of two ideologies: Explaining public support for economic interventions. *The Journal of Politics*, 73(03):808–820, 2011
- Christopher Tarman and David O Sears. The conceptualization and measurement of symbolic racism. *Journal of Politics*, 67(3):731–761, 2005
- Lawrence R Jacobs and Benjamin I Page. Who influences us foreign policy? *American Political Science Review*, 99(01):107–123, 2005

### **Week 15, November 30. Media, Opinion, and Outcomes.**

- Markus Prior. *Post-broadcast democracy: How media choice increases inequality in political involvement and polarizes elections*. Cambridge University Press, 2007

### **Week 16, December 7. Presentations.**

Each student will give a 15 minute presentation of her/his research design, following by a short question-answer session.



## 7 Related Reading

- Peter K Hatemi, Carolyn L Funk, Sarah E Medland, Hermine M Maes, Judy L Silberg, Nicholas G Martin, and Lindon J Eaves. Genetic and environmental transmission of political attitudes over a life time. *The Journal of Politics*, 71(03):1141–1156, 2009
- Pamela Johnston Conover and Stanley Feldman. The origins and meaning of liberal/conservative self-identifications. *American Journal of Political Science*, pages 617–645, 1981
- William G Jacoby. Ideological identification and issue attitudes. *American Journal of Political Science*, pages 178–205, 1991
- Christopher H Achen. Mass political attitudes and the survey response. *American Political Science Review*, 69(04):1218–1231, 1975
- Jason Barabas and Jennifer Jerit. Estimating the causal effects of media coverage on policy-specific knowledge. *American Journal of Political Science*, 53(1):73–89, 2009
- Yung-I Liu, Fei Shen, William P Eveland, and Ivan Dylko. The impact of news use and news content characteristics on political knowledge and participation. *Mass Communication and Society*, 16(5):713–737, 2013
- James N Druckman and Toby Bolsen. Framing, motivated reasoning, and opinions about emergent technologies. *Journal of Communication*, 61(4):659–688, 2011
- Paul R Brewer. Framing, value words, and citizens’ explanations of their issue opinions. *Political Communication*, 19(3):303–316, 2002
- Robert M Entman. Framing: Towards clarification of a fractured paradigm. *McQuail’s reader in mass communication theory*, pages 390–397, 1993
- Dietram A Scheufele and Shanto Iyengar. The state of framing research: A call for new directions. *The Oxford Handbook of Political Communication Theories*. New York: Oxford University Press, 2012
- Franklin D Gilliam Jr and Shanto Iyengar. Prime suspects: The influence of local television news on the viewing public. *American Journal of Political Science*, pages 560–573, 2000
- Markus Prior. News vs. entertainment: How increasing media choice widens gaps in political knowledge and turnout. *American Journal of Political Science*, 49(3):577–592, 2005
- Seong-Jae Min. Online vs. face-to-face deliberation: Effects on civic engagement. *Journal of Computer-Mediated Communication*, 12(4):1369–1387, 2007
- Ya-Wen Lei. The political consequences of the rise of the internet: Political beliefs and practices of chinese netizens. *Political Communication*, 28(3):291–322, 2011
- Seungahn Nah, Aaron S Veenstra, and Dhavan V Shah. The internet and anti-war activism: A case study of information, expression, and action. *Journal of Computer-Mediated Communication*, 12(1):230–247, 2006
- Homero Gil de Zúñiga and Sebastián Valenzuela. The mediating path to a stronger citizenship: Online and offline networks, weak ties, and civic engagement. *Communication Research*, 38(3):397–421, 2011
- Dhavan V Shah, Jack M McLeod, and So-Hyang Yoon. Communication, context, and community an exploration of print, broadcast, and internet influences. *Communication Research*, 28(4):464–506, 2001
- Scott D McClurg. Political disagreement in context: The conditional effect of neighborhood context, disagreement and political talk on electoral participation. *Political Behavior*, 28(4):349–366, 2006

- Lilach Nir and Scott D McClurg. How institutions affect gender gaps in public opinion expression. *Public Opinion Quarterly*, 79(2):544–567, 2015
- Jack M McLeod, Dietram A Scheufele, Patricia Moy, Edward M Horowitz, R Lance Holbert, Weiwu Zhang, Stephen Zubric, and Jessica Zubric. Understanding deliberation the effects of discussion networks on participation in a public forum. *Communication Research*, 26(6):743–774, 1999
- Diana C Mutz. Is deliberative democracy a falsifiable theory? *Annu. Rev. Polit. Sci.*, 11:521–538, 2008
- James H Kuklinski, Michael D Cobb, and Martin Gilens. Racial attitudes and the new south. *The Journal of Politics*, 59(02):323–349, 1997
- James H Kuklinski, Paul J Quirk, Jennifer Jerit, David Schwieder, and Robert F Rich. Misinformation and the currency of democratic citizenship. *Journal of Politics*, 62(3):790–816, 2000
- John R Hibbing. Process preferences and american politics: What the people want government to be. 95(01):145–153, 2001

## IMPORTANT DATES \*

<b>Semester Class Begins</b> .....	<b>01/20/2015</b>
<b>Last day to add a class</b> (without instructor permission): .....	<b>01/25/2015</b>
<b>Last day to withdraw completely and receive a 100% refund:</b> .....	<b>02/01/2015</b>
<b>Last day to drop a course using SalukiNet:</b> .....	<b>04/05/2015</b>
<b>Last day to file diploma application</b> (for name to appear in Commencement program): .....	<b>03/13/2015</b>
<b>Final examinations:</b> .....	<b>5/11–5/15/2015</b>

*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 01/19/2015

Spring Vacation 03/07—03/15/2015

## 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/pdf/ugradcatalog1314.pdf>

## INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. *For more information please visit:*

<http://registrar.siu.edu/grades/incomplete.html>

## REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless 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/pdf/ugradcatalog1314.pdf>

## GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

## DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

## PLAGIARISM CODE

[http://pvcaa.siu.edu/\\_common/documents/Plagiarism%20to%20Preventing%20Plagiarism.pdf](http://pvcaa.siu.edu/_common/documents/Plagiarism%20to%20Preventing%20Plagiarism.pdf)

## 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](mailto:siucares@siu.edu), <http://salukicare.siu.edu/index.html>

## EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU **Emergency Response Plan** and **Building Emergency Response Team (BERT)** programs. Please reference the **Building Emergency Response Protocols for Syllabus** attachments on the following pages. *It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.*

## INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. *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://tutoring.siu.edu/math\\_tutoring/index.html](http://tutoring.siu.edu/math_tutoring/index.html)

## WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit <http://write.siu.edu/>

## AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. *For more information visit:*

<http://diversity.siu.edu/#>

## Additional Resources Available:

**SALUKINET:** <https://salukinet.siu.edu/cp/home/displaylogin>

**ADVISEMENT:** <http://advisement.siu.edu/>

**SIU ONLINE:** <http://online.siu.edu/>

## **Building Emergency Response Protocols for Syllabus:**

### **University's Emergency Procedure Clause:**

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](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the 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.

### **Students With a Disability:**

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

### **Tornado:**

During the spring semester we have a **Storm Drill**.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to **be quiet in the basement** as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

### **Fire:**

During the fall semester we have a **Fire Drill**.

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

**These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.**

### **Bomb Threat:**

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.

**Shooter in the Building:**

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person **MUST** raise his/her hands above his/her head.

**Earthquake:**

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

**Rave Mobile Safety Alert System:**

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to Saluki Net, go to my records tab, under SIUC Personal Records, click on View My SIUC Student Records, Under Main Menu click on Personal Information, click on View and Update Addresses and Phones, in the middle of the page click [Update Addresses and Phones], under phones click Primary: This will take you to Update Addresses and Phones – Update/Insert, under primary phone number for this address put in your cell phone and submit. For more information, visit [dps.siu.edu](http://dps.siu.edu), contact SalukiTech at 453-5155 or [salukitech@siu.edu](mailto:salukitech@siu.edu).

**CPR/Defibrillator and First Aid Class:**

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, [lavong@siu.edu](mailto:lavong@siu.edu) or call 453-7473.

**Women's Self Defense Classes** are offered to female students faculty and staff by the Department of SIU Public Safety. For more information contact Officer Mary Stark [marys@dps.siu.edu](mailto:marys@dps.siu.edu).