

# “Self-Cultivation in Local Sustainable Development: The Evergreen Community Model”

*A student-generated honors class\**

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## **University Honors Program:**

351M-Multicultural (006)  
351O Social Science (008)  
351U Humanities (013)  
351S Science Group 2 (003)

**Monday, Wednesday 9 - 10:30 AM**

**Classroom:** Morris Library 110 (University Honors seminar room)  
Evergreen Park  
Community gardens

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**The Evergreen Community Model** course is designed by Forestry & Natural Resource students and professors with the purpose to facilitate a comprehensive learning experience for an interdisciplinary class of honors students as they seek to apply themes in sustainable development, landscape planning, and culture-environment interactions to real-world problems at Evergreen Terrace Apartments. This class will act as a place-based education model, informing the scope of class projects with the self-identified needs of Evergreen Terrace’s multicultural population. A synthesis of formal and nonformal learning opportunities will blend personal introspection with the study of natural, physical, and social sciences - applying the different perspective lenses as we engage in field visits, community capacity building efforts, and a series of guest lectures. Students will walk away with new meaningful relationships, impactful projects, and a uniquely-tailored educative experience.

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## **Semester Topic List**

The below section of the syllabus lists the range we’d like to explore with you during this course. However, the weather and guest speaker discrepancies may alter our schedule.

Answering the questions for our journal assignments is secondary to writing our experiences and learned concepts. This is for creative expression that you will keep after it gets graded. Feel free to turn in doodles/art/drawings/poems/raps/songs. Have fun with it.

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# Week 1: Overview & Introduction



January 13 - 17, 2019

*Scale: Personal - Introspective*

**Monday:** Students will meet their instructor of record and their student coaches. Grant Depoy and Jacob Bolton will present the “Evergreen Community Model,” explain overarching vision for the class, and debrief with a Q & A. Students will be introduced to the syllabus and nature of the class: service learning, class projects, guest lectures, field work, and co-creation. We will select a wise weekend for the field trip (starting with April 24-26). We will subside with an ice-breaker activity. Class facilitators will collect the necessary data to inform the future of the class.

*Grant Depoy, Jacob Bolton, Dr. Logan Park*

- *Due: none*
- *Journal Assignment:* What separates this class from the others that you’re in? Are you excited or skeptical about any components of this curricula structure?

**Wednesday:** Touch of Nature’s Steve Gariepy will facilitate a class community-building activity, Students will learn more about the culture of our classroom by engaging in value-exchanging activities. We will get to know each other’s interests, majors, and background.

*Dr. Logan Park, Steve Gariepy*

- *Due: In Class Assignment:* What are the 3 things that you most want to learn about in this class?
- *Journal Assignment:* Write one paragraph about someone you didn’t know before the first class. What did you learn about them this week?

# Week 2: Confronting Subjectivity, Communication, and Epistemology



January 20 - 24, 2019

Scale: *Self* → *Classmates*

**Monday:** Students will be introduced to the different ways by which we come to understand ourselves in the context of others and the earth. This class will leave students with an understanding of how we understand our own identity and purpose. Interdisciplinary perspectives will provide a foundation for students to understand the ways in which cultural conditioning has shaped drives, behavior, and value-placement of people. This class will subside with students questioning their own perspectives.

*Dr. Melinda Yeomans*

- Turn In: None
- Journal Assignment: Have you learned anything new about yourself? What are the biggest factors that have shaped the way you think about yourself? When we consider bringing change to diverse populations like Evergreen Terrace, do you think 'identity' is an important concept to consider? Why or why not?

**Wednesday:** Students will become acquainted with the role of a facilitator via a team building activity with Touch of Nature's Steve Gariepy. How do facilitators work with multicultural groups? Students will leave this activity with a heightened awareness of the perspectives and how facilitators navigate them for favorable outcomes. We will conclude with a group discussion regarding the role of professional facilitators in outdoor education, natural resource management, and resource planning.

*Steve Gariepy, Dr. Logan Park*

- Turn In: None
- Journal Assignment: How do facilitators manage group learning and communication? What are the most important qualities of an effective facilitator? Who has knowingly or unknowingly facilitated your learning process throughout your life? \*As facilitators of sustainable development at Evergreen Terrace, what all will you consider?
- Weekend Reading: Watch Non-Violent Communication video

## Week 3: Constructing Social Landscapes



January 27 - 31, 2019

Scale: *Classmates* → *Campus*

**Monday:** Students understand the concept of subjective realities, and are now primed with an understanding of language's role in communicating perspectives. What is the purpose of language? This class students will take a more in depth look at language's capacity to describe physical environments, to convey experiences, and shape perception. This class will subside with students understanding the role of language in forming a shared-sense of reality and forming group identities. We will focus on the meaning of 'sustainability'.

*Shannon*

- Turn In: None
- Homework: Write one paragraph about what 'sustainability' means to you. **10points**
- Journal Assignment: Are there any common words that have special meaning to you? Why might they have different meanings to you than to others? Do you think that the language you hear on campus shows that our culture cares about its environment? Why or why not? What language must we adopt when communicating with multicultural populations?

**Wednesday:** Students will learn about the concept of 'place' and how it pertains to Evergreen Terrace. We discuss how groups of people come to identify with specific areas and build culture around places. Dr. Park will expound how cultures interact with places and the complex interactions between groups of people and their places.

*Dr. Logan Park*

- Turn In: One paragraph about what 'sustainability' means to you. **10points**
- Journal Assignment: What is the relationship between people and place? What places are most important to you and why? Do you think that locals, international students, children, and the elderly experience Evergreen Terrace as the same place? Why or why not? What might make ET a more enjoyable place for everyone?

## **Week 4: Culture on the Landscape**

February 3 - 7, 2019

*Scale: Campus → Carbondale Landscape*

**Monday:** With an understanding of how groups of people come to share an identity and relate to their resources, we will now explore how cultural identity and place will shape their behavior (landscape utilization). Students discuss the ways in which cultural groups utilize resources and develop their landscape. We will consider values: recreation, monetary productivity, aesthetic, ecological, etc. We will also consider anthropogenic landscapes and community development. Students will understand the many ways in which cultural values manifest on the landscape and the ways in which natural resource professionals facilitate land development and resource allocation in order to meet the needs of people and the land.

*Dr. Logan Park*

- Turn In: None
- Journal Assignment: In what ways can residents of ET utilize their landscape? What values might Evergreen Terrace residents have? What values might the groundworkers have? Are the residents and student values being involved in the land development? Why or why not?

**Wednesday: Field Trip!** Students will engage in a cultural utilization of the socioeconomic landscape. We will confront the dynamics of our class's social process and how our collective values are being expressed onto the landscape through this activity. How do our collective values align with those of the large socioeconomic landscape which we are within? Can our values coexist with the needs of the ecosystem? Students will interpretive walk and pick up at Piles Fork with Green Earth. We will come to understand how Piles Fork affects water quality, which then travels down the creek toward the reservoir.

*Stephanie Eichholtz, Dr. Logan Park*

- Turn In: None
- Journal Assignment: Why do you enjoy or not enjoy being outside? Please try to identify and explain at least 3 values you have for nature. What perspectives, values, places, land utilization did you see interacting during our field visit today? Please use language from class.

*--Class project idea sharing--*

# Week 5: Culture on the Landscape Through Time

February 10 - 14, 2019

Scale: *Our Cultural Landscape* → *Humanity*

**Monday: Field Trip!** We will take concepts from last week with land use and cultural expression, and perform an interpretive paddle at Evergreen Terrace. Where did this reservoir come from, what was this landscape through time - when and how have humans interacted with it? We will look at Piles Fork tributary, a potential site for an Evergreen/Reserves Campground, the Carbondale Park District, Evergreen Terrace Apartments, and the City of Carbondale Water Treatment Plant.

*Dr. Logan Park*

- Turn In: None
- Journal Assignment: After today's visit to Evergreen Terrace, what did you learn about the place that you had not considered before? What aspects of your experience today can you relate to the experience of ET residents? What qualities of the surrounding area affect the residents' sense of place?

**Wednesday:** We will have a lecture on the history of the human-nature relationship as it relates to themes in sustainability. We will gain an understanding of how the earliest humans came to understand their environments through myth and oral tradition. We will look at the ecological, geographical, and historical factors that allowed different rates of development. We will use local examples to illustrate culture through time: Eminent domain, CCC, Great Depression, Touch of Nature, Evergreen Park/Terrace, and the Reservoir.

*Dr. Logan Park, Orlan Mays*

- Turn In: None
- Homework Assignment: Read the selected literature on sustainability/ancient resource management practices. Prepare two paragraphs of writing on subject. Be ready to share findings on Monday. **15 points**
- Journal Assignment: What did you learn about the history of our relationship with the natural world? Are cultural roots important to consider when confronting diverse populations with sustainable development? Why or why not?

*--Themes to apply to class projects--*

# Week 6: Physical Landscapes & Ecosystems

February 17 - 21 2019

Scale: *Humanity* → *Ecosystems*

**Monday:** We begin class by discussing the sustainability of cultures through time. What did we find in our readings? Students will come to understand how the human-nature relationship has evolved by focusing on the development of cultural worldviews and practices. Students will understand how we have evolved our current way of interaction with our resources and understand the progression of sustainable decline. How can we look at humans as a function of the ecosystem?

1. Easter Island
2. Madagascar
3. Haiti vs. Dominican Republic
4. Incan & previous (Titicaca area)
5. Cyclic vs. linear (progression of) time

*Dr. Logan Park*

- Turn In: Two Paragraphs on Human-Nature readings. **15 points**
- Journal Assignment: Does the impact that humans have had on the world's ecosystems surprise you? Why or why not? How do you think humans have affected the ecosystem here in Carbondale? Do you think that Evergreen Terrace residents have notably affected our ecosystem? Why or why not?

**Wednesday:** Students learn about physical landscapes, whole ecosystems, and how humans are a functioning component in the natural processes. We consider the role of humans in the physical landscape, and how the landscape has responded to their intervention over time. We will discuss the physical landscape's condition and how humans may fulfill their roles by stewarding the natural processes.

*Dr. Logan Park*

- Turn In: None
- Journal Assignment: What do you see as the human species' purpose within the ecosystem? Do all humans have the same capacity to impact the ecosystem? What is the role of education in the human component of the ecosystem?

*--Identify solo and team project rosters--*

# Week 7: Integrated Socio-Ecological Systems

February 24 - 28 2019

Scale: *Ecosystems* → *Landscape Ecology*

**M:** Students are introduced to the idea of holistic and integrated socio-ecological frameworks. We will discuss how resource facilitators can use the framework to understand the social and cultural dynamics of area-specific contexts. A multidisciplinary panel of graduate students working on the cutting edge(s) of human ecology will answer questions and inform questions to ask the Evergreen Terrace Panel. How to approach community work.

*Graduate students, hosted by Dr. Park*

- Turn In: None
- Journal Assignment: From the discussions we had today, develop 3-5 questions to ask our Evergreen Terrace stakeholder panel on Wednesday. Ex. “*What do residents ask about the most? What do you think is the most valuable part of ET’s landscape? How does ET handle the rain?*”

**W:** Students will have the opportunity to discuss the context of Evergreen Terrace with stakeholders as part of its human-nature community process. Students will ask questions and get to know the stakeholders by using mapping questions. This class will resolve with students aware of areas to focus on for their projects.

*Evergreen Terrace Panel*

- Turn In: EGT Q&A **5points**
- Journal Assignment: How can integrated socio-ecological systems provide new insight for you as to how we can make positive, community-oriented change at Evergreen Terrace? Please explain. Did you learn anything new from ET staff and administration that may alter the path of the current developmental goals of class projects?

*--Class project solutions oriented to Evergreen Terrace--*

## Week 8: The Critical Path

March 2 - 6 2019

Scale: Planetary Interactions → Hyperlocal: ECM

**M:** Students will learn the importance of applying global concepts to the local context, as inspired by late SIUC legacy, Dr. R. Buckminster Fuller. The class will be introduced to Bucky's concept of livingry as opposed to killingry, as well as his other relevant contributions. The class will discuss how we are applying and how we can further apply Buckminster's notions to Evergreen Terrace.

*Brent Ritzel & Steve Gariepy*

- Turn In: None
- Journal Assignment: What about Buckminster Fuller stuck out to you? Please reflect on concepts we went over today. If Buckminster Fuller was thinking about how to develop EGT, how do you think he would approach it?

**W:** Students take a deeper look into the current state of our human-ecosystem relationship.

*Dr. Logan Park, Dr. Justin Schoof*

- Turn In: None
- Video Journal Assignment: Processing your thoughts and experiences of this week's topic on the climate crises
  - Please upload onto a flashdrive (it is your choice to share with the class or not)

*--Class project proposal due--*

## Week 9: Spring Break

March 9 - 13 2019

<no scale, no topic, no homework>

# Week 10: Project Grounding & Empowerment

March 16 - 20 2019

Scale: All/Local

**M:** Debrief thoughts on climate change and Spring Break. Class and team facilitated charette on your class project. Everybody should know how they will spend in-class project time over the next several weeks..

*Dr. Logan Park*

- Turn In: Video Journal

**W:** Class and team facilitated workday on your class project. + facilitated activity.

*Dr. Logan Park*

- Turn In: None
- Assignment: Advance your class project
- Journal Assignment: Describe and explain your personal land ethic in your own words (i.e. "I am okay with resource use and conservation because...", "I'd prefer to leave nature to develop for itself and preserve these areas because...", etc.

*--Class project proposal proofed, recalibrated as necessary--*

# Week 11: Food Forests & Nontimber Forest Products

March 23 - 27 2019

Scale: All/Local

**M:** Forest lands provide us with clean water, food, livable climate, breathable air, vibrant wildlife habitats, and beauty to enjoy. We'll discuss local food forest plans and community gardening programs' intersection with sustainability, environmental justice.

*Kathy Renfro, Director of Carbondale Parks*

- Turn In: None

**W:** Exploring the Evergreen Community area-adjacent forested lands.

*Dr. Logan Park*

- Turn In: None
- Assignment: Walk the Evergreen Community's local forested areas to ground truth your understanding of local ecosystems, recording your observations as you go. Take time to observe with all of your senses (carefully).
- Journal Assignment: Have you developed a new depth and understanding for what it means to observe natural phenomena? Please explain.
- Journal Assignment: Why do you think children and families from other countries would refrain from being in the outdoors here in Southern Illinois? How do you think spending time being educated about the local nature through experiential observation would help ease their worries and help them become more confident?

*--Class project incorporates forest & land aspects--*

# Week 12: Watersheds: Whitewater, Graywater, Blackwater

March 30 - April 3 2019

Scale: All/Local

**M:** Western cultural ways of living largely assume bountiful, clean, and extremely inexpensive water supply. We'll discuss what it takes to provide these values to each other as we live, work, grow food & fiber, etc. in and around Southern Illinois.

Mapping exercise using the National Hydrography Dataset to understand flooding, precipitation changes due to climate forcing, and sustainably incorporating water into our way of life. We'll introduce technical mapping and analyses to prepare everyone for the following week's geographic topics cluster.

*City of Carbondale Reservoir/Water Treatment Managers*

- *Turn In:* None
- *Journal Assignment:* What can we learn from <https://greenacresvillage.org/> to inform the ongoing development at Evergreen Terrace?

**W:** Service learning opportunity to clean up Carbondale reservoir shoreline during class.

*Dr. Logan Park*

- *Turn In:* None
- *Assignment:* Incorporate NHD data and analyses into your project
- *Journal Assignment:* Describe a logistically simple service-learning opportunity that you would like to perform with your peers that aren't in this class (i.e trash pickup, book reading to children, taking a hike and teaching Leave No Trace, becoming certified weather spotters, etc.)

*--Class project work--*

## Week 13: Geography & Mapping

April 6 - 10 2019

Scale: All/Local

**M:** Maps in all their varieties are powerful lenses through which to understand, analyze, and transmit physical and cultural content.

- Turn In: None
- Assignment: Incorporate NHD data and analyses into your project

*Dr. Logan Park*

**W:** Class project check-in, work, questions & answers.

*Dr. Logan Park*

- Turn In: None
- Journal Assignment: Look up UTM (Universal Transverse Mercator) maps and the PLSS (Public Land Survey System) maps descriptions on Google or Youtube and describe their similarities and differences that you observe. Email Dr. Park, Jacob, or Grant for clarifications or explanations.

*--Consult & advise with project experts--*

## Week 14: Spaceship Earth

April 13 - 17 2019

Scale: All/Local

**M:** Permaculture and biodynamics discussion. If our planet is functionally a closed-loop system (“Spaceship Earth”), then food, fiber, and forest resources might best sustain under the considered application of permaculture, as informed by a biodynamic approach.

*Interwoven Permaculture*

- Turn In: None
- Journal Assignment: None

**W:** Class project check-in, work, questions & answers.

*Dr. Logan Park*

- Turn In: None
- Assignment: Continue project progress.
- Journal Assignment: Use U.S. Forest Service Fire Effects Information System to learn more about how foresters value trees for specific characteristics, browse the Plant for the Planet website: <https://www.plant-for-the-planet.org>

*--Consult & advise with project experts--*

# **Week 15: Reforestation & Carbon Sequestration**

April 20 - 24 2019

**M:** Students will learn to identify native trees in Southern Illinois, learn about the usefulness of our campus arboretum, and learn the processes of and gain visualizations of carbon sequestration through the lense of local tree planting initiatives.

*Dr. Logan Park*

- Turn In: None
- Journal Assignment: Write down all the trees you can remember! Which stands out to you the most, and why?

**W: Arbor Day Planting!** Each student will have a chance to plant a tree selected from a curated list of trees healthy and appropriate for the people and ecosystems of Southern Illinois. How can communities use forests to save the world?

*Dr. Logan Park*

- Turn In: None
- Journal Assignment: How well do you think this tree planting effort will work? Is this what you expected? Is this a hopeful or unhopeful endeavor? Does gamifying this effort appease a need for urgency?

*--Class project work--*

## **Week 16: Celebratory Closing Week**

April 27 - May 1 2019

**M:** Project debriefs, celebrate the participants' successes this semester. We will head out on floatcraft onto Campus Lake, weather permitting.

*Dr. Logan Park*

- Turn In: Journals and Semester Projects

**W:** Project debriefs, celebrate the participants' successes this semester. We will head out on floatcraft onto Campus Lake, weather permitting.

*Dr. Logan Park*

- Turn In: Journals and Semester Projects

*--Class projects completed!--*

## **Exam Week:**

May 4 - May 8

[Historically, Monday May 4th at 08:00 - 10:00]

Check <https://registrar.siu.edu/> for a link to the academic exams calendar.

# **Semester Project: Evergreen Community Model**

Class projects will be community-building, sustainable community design projects - focused on evergreen terrace, and will be implemented via Student Sustainability Coalition, Honors college, and students' own social networks

Evergreen Community Model Course students will become familiar with Evergreen Community Model social dynamics, decision dynamics, and ecological dynamics > socioecological system

Evergreen Community Model Course will collectively ideate problems/issues within current socioecological system at Evergreen Terrace. after ideation, g/j will provide pre-identified issues and initiatives

Evergreen Community Model Course will collectively brainstorm solutions to identified problems/solutions - Grant & Jacob will provide current working teams and initiatives based around evergreen terrace

## **ECMC students will have options of:**

- 1. join pre-existing work team of faculty, staff or students with proposed deliverable to be graded**
  - a. Evergreen Terrace Children's Book (Jyotsna, Grant, English Dept., Author)
  - b. Evergreen Terrace Landscape Mgmt Plan (Jacob, Grant, Forestry Dept., CParkDistrict, Carbondale Spring)
  - c. Evergreen Terrace Garden
  - d. Compost/Recycling
  - e. EGT Flora & Fauna Interpretive Guide
  - f. Existing Evergreen Terrace Programs
  
- 2. Propose new project:**
  - a. Supplement existing efforts
  - b. Create new avenue for change
    - i. Create & run program
    - ii. Infrastructure proposal

## Semester Project Options:

### Proposal Essay

#### **Puppetistas with Evergreen Terrace**

- Go to workshop with media arts, Dr. Cade Bursell
- Facilitate program with Evergreen Terrace children to build a puppet for April 22nd Puppet Parade!

#### **Evergreen Terrace Children's Book**

- Cross-course collabo with Dr. Kapur

#### **Evergreen Terrace Garden**

- Sunday Afternoons
- Assist Coordination and Upkeep

#### **Land Management Plan Green Fund Proposal**

- Coordinate Proposal Writing

#### **Flora and Fauna Interpretive Guide**

- Assist Flora and Fauna Inventories
- Assist Gathering and Arrangement of Data
- Assist Guide Creation
- Assist Interpretive Walk

#### **Outdoor Laboratory/Discovery Area**

- Assist Design and Coordination

#### **Evergreen Terrace Area Council**

- Monday Nights 8pm
- Identify Problems and Solutions in Community

#### **Evergreen Terrace Children's Program**

#### **Evergreen Terrace Adult's Program**

#### **Proposal for New Program/Infrastructure**

- Inventory Context
- Identify Problem in Community
- Weigh Possible Solutions
- Pros & Cons, and Decision-make

# Syllabus Attachment

Spring 2020

MISSION STATEMENT FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

## IMPORTANT DATES \*

Semester Classes Begin:	01/13/2020
Last day to add full-term course (without Dean's signature):	01/19/2020
Last day to withdraw from the University with a full refund:	01/24/2020
Last day to drop a full-term course for a credit/refund:	01/26/2020
Last day to drop a full-term course (W grade, no refund):	03/29/2020
Final examinations:	05/4—05/8/2020

Note: Please verify the above dates with the Registrar calendar and find more detailed information on deadlines at <https://registrar.siu.edu/calendars>. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at <https://registrar.siu.edu/schedclass/index.php>

## SPRING SEMESTER HOLIDAYS

Dr. Martin Luther King, Jr. Birthday 01/20/2020  
Spring Break 03/7—03/15/2020

## DIVERSITY

Southern Illinois University Carbondale's goal is to provide a welcoming campus where all of our students, faculty and staff can study and work in a respectful, positive environment free from racism and intimidation. For more information visit: <https://diversity.siu.edu/#>

## DISABILITY SUPPORT SERVICES

SIU Carbondale is committed to providing an inclusive and accessible experience for all students with disabilities. Disability Support Services coordinates the implementation of accommodations. If you think you may be eligible for accommodations but have not yet obtained approval please contact DSS immediately at 618-453-5738 or <https://disabilityservices.siu.edu>. You may request accommodations at any time, but timely requests help to insure accommodations are in place when needed. Accommodations and services are determined through an interactive process with students and may involve consideration of specific course design and learning objectives in consultation with faculty.

## MILITARY COMMUNITY

There are complexities of being a member of the military community and also a student, and military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at <https://veterans.siu.edu/>

## STUDENT MULTICULTURAL RESOURCE CENTER

The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in the Student Services Building Room 140, to see the resources available and discover ways you can get involved on the campus. Visit us at <https://smrc.siu.edu/>

## SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: call(618) 453-2461, email [siucares@siu.edu](mailto:siucares@siu.edu), or <https://salukicare.siu.edu/>

## 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: <https://safe.siu.edu>

MORRIS LIBRARY HOURS: <https://libguides.lib.siu.edu/hours>

ADVISEMENT: <https://advisement.siu.edu/>

SIU ONLINE: <https://online.siu.edu/>

## WITHDRAWAL POLICY ~ Undergraduate only

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

<https://registrar.siu.edu/students/withdrawal.php>

## INCOMPLETE POLICY~ Undergraduate only

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

<https://registrar.siu.edu/grades/incomplete.php>

## REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned.

This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at

<https://registrar.siu.edu/students/repeatclasses.php>

## SIU's EARLY WARNING INTERVENTION PROGRAM (EWIP)

Students enrolled in courses participating in SIU's Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum's Overview webpage:

<https://corecurriculum.siu.edu/program-overview/>

## EMERGENCY PROCEDURES

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

## CENTER FOR 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** : <https://cls.siu.edu/tutoring/>

**Math Labs** <https://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:

<https://write.siu.edu/>

## GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at

<https://gradschool.siu.edu/about-us/grad-catalog/>

Need help with an issue? Please visit SALUKI SOLUTION FINDER at

<https://solutionfinder.siu.edu/>

## PLAGIARISM

See the Student Conduct Code <https://srr.siu.edu/student-conduct-code/>

## **Grades**

**Participation: 50 points**

**Homework: 50 points**

**Journal: 100 points**

**Semester Project: 150 points**