

AGR 201 - *Communicating Across Cultures* Spring 2020 Syllabi (3 credit hours)

*People don't get along because they fear each other.
People fear each other because they don't know each other.
They don't know each other because they have not properly communicated with each other.*

- Martin Luther King, Jr.

COURSE INSTRUCTOR: Dr. Pamala V. Morris, **Email:** pmorris@purdue.edu
Office: AGAD 106; **Office Hours:** **By Appointment Only** – 765-494-9586
Location: **WALC 3087** Tuesday and Thursday: **11:30-12:20 pm**

LAB AND TEACHING ASSISTANTS:

Lab Division 1: Location: NLSN 1215 Day/Time: Wed 7:30-9:20am

Name: Email:

Lab Division 2: Location: NLSN 1215 Day/Time: Fri 1:30-3:20pm

Name: Email:

Lab Division 3: Location: NLSN 1215 Day/Time: Fri 3:30-5:20pm

Name: Email:

Lab Division 4: Location: NLSN 1215 Day/Time: Wed 3:30-5:20pm

Name: Email:

Lab Division 5: Location: NLSN 1215 Day/Time: Tues 1:30-3:20am

Name: Email:

Lab Division 6: Location: NLSN 1215 Day/Time: Fri 7:30-9:20am

Name: Email:

Administrative Assistant: Melissa Funk, **Email:** mjfunk@purdue.edu
Office: AGAD 106; **Office Hours:** 7:30am-4:00pm; **Phone:** 765-494-9586

COURSE DESCRIPTION

AGR 201 “Communicating Across Cultures” provides an opportunity for students to understand their place and others in a multicultural, multiethnic, multinational country, the United States. It is designed to present an academic overview of the field of social justice as it has evolved to this day. The course offers a basic review of the great variety of differences that exist within all human beings. Because the variety among individuals is endless, we cannot study all differences, but will study a sampling such as race/ethnicity, gender identity, age, social class, disability, learning styles, and religion/spiritual orientation. Issues of poverty, language, power and oppression are examined in relationship to the above major areas of emphasis.

The course consists of two weekly fifty-minute lectures and a weekly hour and fifty minute lab/recitation session. Specific topics are introduced each week during the lecture and reinforced during the lab/recitation session within the same week. Lab/recitation sessions are facilitated by teaching assistants (TAs), graduate/undergraduate/faculty/staff. The following tools are used to assist student learning: Guest lecturers, web-based curriculum including exercises, discussion, computer searches, demonstrations, simulations, readings, and tests.

The lab/recitation sessions engage students in guided learning experiences and then provide an opportunity to reflect upon (“process”) that experience, noting personal connections and relating it to topics previously discussed. This sequence may also include a progression from individual reflection to dialogue in pairs, to smaller or larger group conversations, all while utilizing intentionally sequenced questions to structure reflection upon what was observed or learned.

COURSE JUSTIFICATION

Social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. It is a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice is about a legacy of discrimination issues and about attempts to overcome that legacy through law and reformation of attitudes. It is about understanding our inherited and imposed prejudices, our biases, and those associated behaviors that are incorporated into our daily life experiences. The lecture and lab/recitation sessions of this course will work in concert to help students recognize, respect, and embrace human diversity as a way of life.

STUDENT OUTCOMES

As a result of participating in this class, students will be able to:

- **Examine** one’s beliefs, values and assumptions regarding cultural differences and social group memberships and experiences
- **Define** the basics of culture
- **Describe** the categories of discrimination and their effects, including but not limited to gender, racism, sexism, heterosexism, classism, social stratification, and disabilities.
- **Examine** cultural differences in verbal and nonverbal communication within multicultural interactions and settings.
- **Analyze** differences in power and privilege related to social identity groups, i.e., but not limited to, race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.
- **Locate, organize, and synthesize** modes of inquiry to retrieve, document, and cite credible sources of information appropriate for the cultural immersion research project scope and criteria.

Also, as a result of this course, it is hoped that students who have participated will in the future:

- Promote a more inclusive environment and foster a deeper understanding of diversity issues within the College of Agriculture.
- Advance democracy outcomes, including perspective taking, citizenship engagement, racial and cultural understanding, and judgment of compatibility among different groups in a democracy.

DIVERSITY WELCOME STATEMENT

The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue’s nondiscrimination policy can be found at:

http://www.purdue.edu/purdue/ea_eou_statement.html.

In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity, and welcome individuals of all ages, backgrounds, citizenships, disability, sex, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

REQUIRED MATERIALS

There will be one required text available for purchase at the bookstores: (Follett's & University Bookstores)

- Online textbook ONLY: http://www.pearsoncustom.com/in/agr/_201/
- Library link: <http://guides.lib.purdue.edu/agriculture201>
- Students must bring a #2 pencil to every class.
- Film: Crash (2004). Can be rented from Amazon, library, etc.

Suggested list of recommended supplemental readings (On-line Journals):

Electronic Magazine of Multicultural Studies – <http://www.eastern.edu>
 Multicultural Pavilion – <http://www.exchange.org/multicultural/>
 Multicultural Education Internet Resource Guide -- <http://jan.ucc.nau.edu/~jar/Multi.html>
 Harvard's Online Implicit Association Test – <https://implicit.harvard.edu/implicit>

EXTERNAL RESOURCES

Any student that needs assistance on any paper can use the follow resources for guidance throughout this course:

- Nastasha Johnson; Department of Libraries; nejohnson@purdue.edu
- Purdue OWL: <http://owl.english.purdue.edu/>
- Writing Lab at Purdue University, Heavilon Hall 226; to make an appointment please call 756-494-3723

TECHNICAL PROBLEMS

In case of technical difficulties with technology (i.e. blackboard, email, etc.), students will not be penalized or deducted points. For resolutions and assistance please contact Melissa Funk, mjfunk@purdue.edu.

LAB INSTRUCTORS

All questions and decisions will be handled through your lab instructor. **Please do not e-mail or call course instructor.**

PURDUE HONORS PLEDGE

“As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” The pledge can be seen in its entirety on the Purdue's Honor Pledge website: <https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>

ACADEMIC INTEGRITY

As with any and all courses at Purdue University, it is vitally important that each of you operate with complete academic integrity. Quotes from the written work of others should be appropriately cited, and all written work should be your own creation (except for citations). Failure to adhere to norms of academic integrity can lead to penalties such as failing the course or suspension from the university.

Plagiarism: <http://owl.english.purdue.edu/owl/resource/589/02/#resourcenav>

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may

result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.

ADAPTIVE PROGRAMS

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with the professor **as soon as possible**. All discussions will remain confidential.

<http://www.purdue.edu/odos/drc/accommodations.php>

MENTAL HEATH SERVICES

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.
- If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
- If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students.
- If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

CAMPUS EMERGENCY

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course. Blackboard Learn web page, <http://mycourses.purdue.edu> ; instructors email address: pmorris@purdue.edu or the office phone: 765-494-9586.

CLASS & LAB POLICY

- All students must attend class and lab sessions regularly.
- **Electronic devices can only be used in class/lab for instructional purposes, (this list includes but is not limited to: cell phones, iPods, mp3, etc.). Laptops may be used for note taking only. Points will be deducted from your grade if you are found to be using electronic devices inappropriately, (texting, playing games, etc.)**
- All students will be allowed 3 excused non-exempt* absences during the semester. On the 4th absence the student will be docked one letter grade. Any unforeseen incident after the 3rd absence may be discussed with course Instructor (Dr. Morris). Your grade will be affected at the discretion of the Professor. Absence includes both lecture and lab sessions. No makeup points will be allowed unless previously approved.
*Not an official absence by the Dean of Students Office, Academic memo, or Doctor's note, meaning you will lose any points offered on that day, including the attendance quiz.
- No tobacco use in lecture or labs.
- Scantrons are used for lab quizzes and attendance quizzes and Instructional Data Processing (IDP) grades and enters the scores. It is the student's responsibility to complete the demographics completely and correctly and to follow instructions given in class to receive credit. You will be allowed **1** reported error from IDP. You will be contacted that there was an issue with your scantron and what the issue was, and given credit. If you have additional issues that are a result of incomplete or incorrect information being on the scantron **you will not receive credit.**

IMPACT – Instruction Matters: Purdue Academic Course Transformation

As a result of the IMPACT program, this class will implement a new procedure during lecture. At any time over the semester there could be a notification sent to students, at least 48 hours in advance, informing you of a change of activity for the upcoming lecture. For example, you will receive an email or announcement on Blackboard that instructs you to view the video and/or lecture before attending class on Tuesday or Thursday. Your attendance in class will still be required; however, the professor will flip the lecture material to a recording and class time (50 min) will be interactive.

COURSE REQUIREMENTS

| Assignments | Description | Due Date 2019 | Points | |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------|
| Classroom Assessment & Attendance | There are 14 lecture assessments worth 3pts based on the readings/lecture. Assessments are given randomly during lecture. Attendance points are taken at the same time worth 4pts . First week attendance worth 2pts (Syllabus Acknowledgement Assignment). | Weekly | 100 | |
| Midterm Exam | Online Midterm Exam covers all content from: [Week #1 through #8. Total points = 100]. | Midterm: 3/11-3/13 | 100 | |
| Final Exam | Online Final Exam covers all content from: [Week #9 through #18. Total points = 100]. | Final: 5/4-5/8 | 100 | |
| Weekly Quizzes | Ten weekly quizzes worth 10pts covers course lectures and assigned reading material from the required text and articles. | Weekly | 100 | |
| Tracking Current Events | Events, relevant to the current week's topic, will be discussed at the beginning of each lab session. This will be a group assignment, with each group leading twice for the semester. Your group will be responsible for providing a brief overview and leading a discussion on the topic covered by the media (Social/Mass media (Television, magazines, radio, newspapers, books, etc) Submission and details on this assignment and the rubric can be found on BB under CIP Group folder. | TA will assign each group 2 dates | 40 | |
| Participation | There are 12 lab sessions worth 8pts based on your participation in lab. The week of Thanksgiving will be 4pts for a questions response. | Weekly | 100 | |
| Reflections | Students are required to complete four reflections throughout the semester. Reflections are your thoughts/perceptions on topics related to issues discussed in this course. Please submit via Blackboard (20pts each) . | 2/28 3/13 4/17 5/1 | 80 | |
| BEVI Assessment | Students will complete the Beliefs, Events, and Values Inventory (BEVI) twice during the semester. Each assessment will take 30-45 minutes to complete. | 1/24 5/1 | 15 15 | |
| Ethnic Roots Essay | Students describe their ethnic background in two essays. More specific information is provided during the semester. | 1/31 4/3 | 50 50 | |
| Cultural Immersion Group Project | Student teams of 4-5 are engaged in an examination of the multicultural character of a local community. Community resources (e.g. people, places, things, and events) are incorporated into the classroom/field based investigation. This service learning project brings together the knowledge base obtained from this course and puts it to practical application. The problem tree is to help you brainstorm and narrow your topic. The plan is to help you design and layout your project. The presentation will allow you to reflect on your personal experiences while sharing what you've learned. The research paper is designed to help you develop critical thinking skills and articulate your culture immersion experience while relating it to data and research you have collected. | Problem Tree: Week 2 lab Plan: 2/7 Progress Report: 3/6 Presentations: 4/7-4/10 Paper: 4/24 | 5 25 20 100 150 | |
| Peer Evaluation Presentation | There are peer evaluations collected after the culture immersion presentation. | Project: 4/13 | 50 | |
| Peer Evaluation Paper | There are peer evaluations collected after the culture immersion research paper. | Paper: 4/27 | 50 | |
| *Extra Credit | <i>Extra credit opportunities are awarded up to 50 points throughout the semester for attendance and/or participation in cultural presentations and seminars on campus and throughout the city. <u>Prior approval is needed from your Lab Instructor.</u> All extra credit must be turned in no later than 1 week after the event takes place.</i> | Varies Last Day: 4/10 | *50 | |
| *Extra Credit Points are not included in the total 1150pts; Hence extra credit. | | | Total Point | 1150 |

GRADING

In addition to attendance, quizzes, the midterm, and final exam, the grading will also be based on your written reflections, your research paper, the group presentations as well as all assignments described above. **NOTE: HANDWRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED.**

In the event that you would like to dispute a grade, you must contact your TA in writing within 1 week from receipt of the grade.

| Grade | Percent | Points |
|-------|----------|-----------|
| A+ | 97-100% | 1116-1150 |
| A | 93-96% | 1070-1115 |
| A- | 90.0-92% | 1035-1069 |
| B+ | 87-89% | 1001-1034 |
| B | 83-86% | 955-1000 |
| B- | 80-82% | 920-956 |
| C+ | 77-79% | 886-919 |
| C | 73-76% | 840-885 |
| C- | 70-72% | 805-839 |
| D+ | 67-69% | 771-804 |
| D | 63-66% | 725-772 |
| D- | 60-62% | 690-724 |
| F | 0-59% | 000-689 |

It is often hard to learn from people who are just like you. Too much is taken for granted. Homogeneity is fine in a bottle of milk, but in the classroom it diminishes the curiosity that ignites discovery.



--Vivian Gussin Paley (1979)

Special Thanks to all who helped design and put this course together!

Myron D. McClure, Assistant Director
 Shalyse Iseminger; Post Doctoral
 Mrs. Melissa Funk, OMP Administrative Assistant

Purdue University, College of Agriculture is an equal access/equal opportunity university
<http://www.purdue.edu/Purdue/nondiscrimination/>

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| <p><u>WEEK #1</u> 1/14: Dr. Pamala Morris <i>"Introduction, Course overview, Projects, Expectations, Grading Scale"</i></p> <p>1/16: Cultural Center Directors & Library services <i>"Information about LCC, BCC, NAECC, LGBTQ, AAARCC, Disability Resource Office"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Problem Tree Due on Blackboard before lab on Week 2. <u>1 person per group should bring a laptop to lab Week 2.</u></p> | <p><u>LAB ACTIVITY</u> Introduction and overview of Lab and Cultural Immersion Project.</p> <p>Blackboard Demo, Projects, Extra Credit; Form Groups</p> |
| <p><u>WEEK #2</u> 1/21: Dr. Pamala Morris <i>"Diversity Overview"</i> Dr. Nastasha Johnson: Library Services</p> <p>1/23: Dr. Pamala Morris <i>"Diversity Consciousness: Cycle of Socialization/Perry's Theory of Moral Reasoning"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 1 Chapter 2 Moral Reasoning (pg.133)</p> | <p><u>LAB ACTIVITY</u> Diversity Overview</p> <p>Diversity Activities: CIP Plan prep with Group: Libraries-keywords, demo, credible sources Ethnic Roots Essay #1 Assign</p> |
| <p><u>WEEK #3</u> 1/28: Dr. Pamala Morris <i>"Developing Diversity Consciousness"</i></p> <p>1/30: Dr. Shalyse Iseminger <i>"The Basics of Culture"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 3 Chapter 4</p> | <p><u>LAB ACTIVITY</u> Understanding Culture CIP plan prep w/Group : Research Question</p> <p>Quiz 1 (Ch. 1 & 2)</p> |
| <p><u>WEEK #4</u> 2/4: Dr. Kris Acheson-Clair, CILMAR <i>BEVI Group Debrief"</i></p> <p>2/6: Dr. Jackie Thomas-Miller <i>"Emotional Intelligence"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 5</p> <p>Watch <i>"Communicating in a Diverse World"</i> on Blackboard</p> | <p><u>LAB ACTIVITY</u> Effective Communication Case Studies: Activities</p> <p>Quiz 2 (Ch. 3 & 4)</p> |
| <p><u>WEEK #5</u> 2/11: Dr. Allen Talbert ASEC <i>Conflict: An Opportunity for Learning"</i></p> <p>2/13: Dr. Pamala Morris <i>"Understanding Ourselves and Others"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 5 continued Chapter 6</p> | <p><u>LAB ACTIVITY</u> Conflict Resolution Speaker Discussion and Debate</p> <p>Quiz 3 (Ch. 5)</p> |
| <p><u>WEEK #6</u> 2/18: Dr. Pamala Morris <i>"Workplace Discrimination"</i></p> <p>2/20: Felica Ahasteen-Bryant, Director of the NAECC <i>"Dealing with Bias/Example of Native Americans"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 7 Chapter 8 Video: CRASH (Netflix, library, etc.)</p> | <p><u>LAB ACTIVITY</u> Dealing with Bias (Prejudice/discrimination)</p> <p>Quiz 4 (Ch. 6)</p> |
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| <p><u>WEEK #7</u> 2/25 Class activity Dr. Kipling Williams, PSYC <i>"Ostracism: The Power of Silence"</i></p> <p>2/27: Alvin Lee, Purdue HR <i>"Affirmative Action"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 8 continued Micro-aggression Articles Affirmative Action Articles Watch <i>Ostracism: The Power of Silence</i> Video after lecture on to 2/25</p> | <p><u>LAB ACTIVITY</u> Affirmative Action Discussion/Debate. Case studies; Activities, Quiz 5 (Ch. 7 & 8)</p> |
| <p><u>WEEK #8</u> 3/3: Dr. Pamala Morris, <i>"Working with Persons of all Sizes and Shapes"</i></p> <p>3/5: Lisa Snodgrass <i>"Culture of Aging"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Ageism reading on BB Chapter 9</p> | <p><u>LAB ACTIVITY</u> Appearance/Age Discrimination. Case studies; Activities Midterm review</p> |
| <p><u>WEEK #9</u> 3/10: Malcolm DeKryger, President of Milling Company Inc. <i>"Importance of Culture: Real World Application"</i></p> <p>3/12: Esmeralda Cruz, Extension <i>"Global Competency"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 10 Article- Immigration Watch Immigration Video on BB Midterm: covers quizzes 1-5 Chapters 1-8</p> | <p><u>LAB ACTIVITY</u> Immigration. Case studies; Activities Quiz 6 (Ch. 9 & 15) Midterm TBD</p> |
| <p><u>WEEK # 10</u> 3/16-3/20 SPRING BREAK!!</p> |  |  |
| <p><u>WEEK # 11</u> 3/24: Dr. Zenephia Evans, <i>"Race"</i></p> <p>3/26: Dr. Mark Russell, Department Head of YDAE <i>"I didn't know I had a culture"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Blackboard Race Reading and Oppression <i>"Invisible Knapsack"</i> Article By Peggy McIntosh on BB</p> | <p><u>LAB ACTIVITY</u> Race Video: <i>Race: The Power of an Illusion</i> Quiz 7 (Ch. 10)</p> |
| <p><u>WEEK # 12</u> 3/31: Dr. Pamala Morris <i>"Classism Myths and Misconceptions"</i> Classroom Activity Class will be held in STEW 206</p> <p>4/2 James Monger, Cargill <i>"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 16 Watch classism videos Watch Social Stratification</p> | <p><u>LAB ACTIVITY</u> Speaker discussion and activities Quiz 8 (Race Read & Article)</p> |

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| <p>WEEK # 13 4/7: Dr. Pamala Morris <i>"Men and Women: Parallel Cultures"</i></p> <p>4/9: Guest Panel, Lowell Kane, Moderator <i>"Sexual Orientation"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 13 Chapter 14</p> | <p><u>LAB ACTIVITY</u> CULTURAL IMMERSION GROUP PRESENTATIONS</p> |
| <p>WEEK # 14 4/14 Adegoke Adetunji <i>"Religion"</i></p> <p>4/16: Guest Panel, Adegoke Adetunji Moderator <i>"Multiple Beliefs & Non-Beliefs"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 11</p> | <p><u>LAB ACTIVITY</u> Religion/Spiritual Orientation. Speaker discussion and activities.</p> <p>Quiz 9 (Ch. 13,14 and 16)</p> |
| <p>WEEK # 15 4/21: Julie Alexander <i>"Ableism/Disability"</i></p> <p>4/23: AgrAbility Project Staff <i>"Understanding Disabilities"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 12</p> | <p><u>LAB ACTIVITY</u> Ableism. Case studies; Activities.</p> <p>Quiz 10 (Ch. 11)</p> |
| <p>WEEK # 16 4/28: Scott Caldwell <i>"Geography"</i></p> <p>4/30: Dr. Pamala Morris <i>"Cycle of Liberation (Review)"</i></p> | <p><u>READINGS & ASSIGNMENTS</u> Chapter 17</p> | <p><u>LAB ACTIVITY</u> Final Exam Review & Evaluation</p> |
| <p>WEEK # 17 5/6-5/8: FINAL</p> | <p>Covers Quizzes 6-10, Ch. 9-17</p> | <p>FINAL TBD</p> |

EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- **Indoor Fire Alarms** mean to stop class or research and immediately evacuate the building.



- Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building.
 - “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

**In both cases, you should seek additional clarifying information by all means possible...Purdue Emergency Status page, text message, Twitter, Desktop Alert, Albertus Beacon, digital signs, email alert, TV, radio, etc....review the Purdue Emergency Warning Notification System multi-communication layers at http://www.purdue.edu/epps/emergency_preparedness/warning-system.html*

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines**
https://www.purdue.edu/emergency_preparedness/flipchart/index.html
- Review the **Building Emergency Plan** (available on the Emergency Preparedness website or from the building deputy) for:
 - evacuation routes, exit points, and emergency assembly area
 - when and how to evacuate the building.
 - shelter in place procedures and locations
 - additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

- **"The Coming Storm"** The Coming Storm is a movie that dramatizes the aftermath of a campus shooting, weaving within the story the best practices and lessons learned from active shooter incidents that have occurred throughout the United States. View FBI Short Movie [[here](#)].
- **"Run. Hide. Fight.®"** [YouTube Video](#) Produced by the City of Houston Mayor’s Office of Public Safety and Homeland Security through a grant provided by a Department of Homeland Security Grant Funded Project of the Regional Catastrophic Planning Initiative, provides critical options for consideration to survive an active shooter event.
- **"Run. Hide. Fight.®"** [Text Version](#).
- Department of Homeland Security Active Shooter web site...resources and tips on how to prepare for this type of horrific incident...[learn more](#)

- **Ready: Whenever, Wherever**—A public service campaign, from the Indiana Department of Homeland Security, which encourages Hoosiers to practice reasonable awareness and develop a plan for action in the event of an emergency

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:

https://www.purdue.edu/epps/emergency_preparedness/

Syllabus Acknowledgement Assignment

This assignment serves the purpose of verifying that you:

1. have explored the various areas of the BlackBoard course page,
2. can download documents and upload assignments in BlackBoard,
3. have read and understood the entire syllabus (if not, ask questions).

Directions: Fill out and return signed copy of this form to your recitation TA by **Friday, January 11, 2019.**

I, _____ have read and agree to the policies and procedures in the course syllabus.

Specifically, I understand and agree to the rules regarding late assignments, and requirements of the course. I, further, acknowledge that it is my responsibility to communicate any problems or issues I may have to my mentor as soon as possible, in order to resolve them.

Insert your First and Last Name and your PUID #