

## ***SYLLABUS FOR DEVELOPMENTAL READING AND INSTRUCTION***

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**Term:** Summer 2020  
**Course #:** EDUC481B  
**Instructor:** Bruce Wisowaty  
**Phone:** 219-473-4264 (office), 219-218-2353(cell)  
**Ed. Office:** Room 500

**Office Hours:** Monday thru Thursday 1:00- 3:00 pm, or appointment as needed

**Course Time:** May 11- May 28, 2020

### **Mission of the Education Program:**

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21<sup>st</sup> Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

### **Vision of the Education Program:**

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills a sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

### **Course Description:**

This course develops an understanding of the theories and concepts involved in the process of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students gain knowledge of the key concepts in scientifically based reading research (SBRR). The course examines factors involved in the concept of emergent literacy, prereading assessment, and beginning reading instruction. The course covers both the theory and practice of teaching basic reading skills such as word identification and comprehension, reading in the content area, and writing skills. Teacher candidates will evaluate the different types of reading instruction to meet the needs of a diverse student population. The course will touch on different means of assessment and evaluation for both monitoring students' progress and remedial instruction. Clinical teaching experiences required.

### **Prerequisites:**

EDUC courses:300, 311, 313, 325, 342, 370, 405, 430S

**Textbooks: Literacy Survival Tips** This text is also used for EDUC484b Corrective Reading. The chapters are in Course documents for this class.

### **Learning Outcomes:**

1. Teacher candidates will demonstrate an understanding of the reading process in relation to total language development. ACEI 1.0, 2.1 NBPTS EC 1,4,6,7,8 NBPTS MC 1,4,5 IDOE1. 1.2, INTASC 1,2,4,7,8 CAEP 1
2. Teacher candidates will demonstrate understanding of emergent literacy and how it relates to

- beginning reading instruction. ACEI 1.0, 2.1, 3.2, NBPTS EC 1,2,4,6,7,8 NBPTS MC 1,4,5 IDOE 1.1, 1.2, 2.1, 2.2, 2.3, INTASC 1,2,4,7,8 CAEP 1
3. Teacher candidates will prepare materials to assess and teach pre-reading skills. ACEI 1.0, 2.1, 4.0 NBPTS EC 5,7 NBPTS MC 1,3,4,5 IDOE 1.5, 1.6 2.2, 2.3, 2.4, INTASC 1,2,4,7 CAEP 1
  4. Teacher candidates will use basic phonetic linguistic concepts in teaching word identification. ACEI 1.0, 2.1, 3.1,3.3 NBPTS EC 4,6,7,8 NBPTS MC 1, 4,5 IDOE 1.1, 1.2, 2.1, 2.2, 2.3 INTASC 1,2,4,7 CAEP 1
  5. Teacher candidates will learn and use various methods in teaching vocabulary skills. ACEI 1.0, 2.1, 3.1, 3.3 NBPTS EC 4,7,8 NBPTS MC 1,4,5 IDOE 1.1, 2.7, 2.8 INTASC 1,2,4,7 CAEP 1
  6. Teacher candidates will demonstrate an understanding of using techniques and materials appropriate to the age and ability of elementary students and differentiate instruction. ACEI 1.0, 2.1, 3.2 NBPTS EC 6,7,8 NBPTS MC 1, 2, 3, 4, 5 IDOE 1.7, 1.8, 1.9, 2.5, 2.6, 2.8 INTASC 1,2,4,7,8 CAEP 1
  7. Teacher candidates will research and evaluate current methods of reading, writing, and listening instruction utilizing professional journals, the CCSJ Specker Library, and other media centers. ACEI 1.0, 2.1, 5.1 NBPTS EC 4,7,2,5 NBPTS MC 4,7 IDOE 2.7, 2.9, 3.6, 3.8 INTASC 1,2,4,5,8,9 CAEP 1
  8. Teacher candidates will be able to facilitate in the process of creative writing with elementary students. ACEI 1.0, 2.1, 3.2 NBPTS EC 4,7,8 NBPTS MC 1,4,5 IDOE 1.9, 3.3, 3.5, 3.9 INTASC 1,2,4,7,8 CAEP 1
  9. Teacher candidates will review the Indiana Academic Standards for English/Language Arts. ACEI 2.1 NBPTS EC 1,2,3,4,5,6,7,8 NBPTS MC 1,2,3,4,5,6,7 IDOE 1.8, 3.9 INTASC 1,2,4,7,8 CAEP 1
  10. Teacher candidates will demonstrate knowledge in the process of second language acquisition and strategies which support students whose first language is not English. ACEI 1.0, 2.1, 3.2 NBPTS EC 3 NBPTS MC 2 IDOE 1.2, 1.103.9, 3.10 INTASC 1,2,4,7,8 CAEP 1
  11. Given a story, teacher candidates will be able to write objectives, lesson plans covering word identification skills and comprehension, and present a reading lesson appropriate to students' stages of development, learning styles, strengths, and needs. ACEI 1.0, 2.1, 3.1 NBPTS EC 6,7,8 NBPTS MC 1,3,4,5 IDOE 1.3, 1.9, 2.2, 2.3, 2.4, 2.8 INTASC 1,2,4,7,8 CAEP 1

**Assessment:**

Each student will be graded using the following system:

**National Reading Panel due on blackboard 10pts. due May 12**

**Final Exam – 34 pts, due May 28 which includes the CCSJ lesson Plan Phonics lesson, 24 pts. due in Clinical teaching experience as part of your Final exam submit to [bwisowaty@ccsj.edu](mailto:bwisowaty@ccsj.edu)**

**Clinical experience journal 15 pts. Due in Blackboard on May 28, 2020 by 11:00pm**

**Misunderstood Minds Questions- Due in Blackboard on May 14, 2020 25 pts.**

**Research article- 8pts.per article Review, summarize, reflect, discuss for May 19. Post article in Blackboard by May 11:00pm, email to [bwisowaty@ccsj.edu](mailto:bwisowaty@ccsj.edu) May 19, 2020 by 2:00pm**

**ARTIFACTS :**

**Phonics Lesson Plan ACEI 1.0, 2.1, 3.1, 3.2 NBPTS EC1,4,6,7,8 NBPTS MC 1,3,4,5 INTASC 1, 4, 6,7, 8 CAEP 1**

**Research Articles ACEI 1.0, 2.1, 3.1, 3.2, NBPTS EC 4, NBPTS MC 7 INTASC 7,8,9 CAEP 1, 2, 4**

**Blackboard assignment on National Reading Panel ACEI 1.0, 2.1, 5.1 NBPTS EC INTASC 4,5,7,8,9 CAEP !**

**Clinical Journal- ACEI 1.0, 2.1, 3.1, 3.2 CAEP 1, 3**

ALL ASSIGNMENTS ARE DUE ON THE ASSIGNED DATE OR BEFOREHAND; NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Blackboard activities as posted in blackboard. Review Blackboard assignment and assessment.

PHONICS/READING LESSON- A 20-25 minute lesson will be developed in CCSJ format. Be creative, use flashcards, poster boards, overlays, books, computer programs, etc. Completed in Clinical teaching experience, submit hard copy of date of observation. Include handouts if used. Be specific with titles.

See attached CCSL Lesson Plan Rubric

Research articles Submit your summary, review and reflection.

8 pts. – detailed summary, reflection, theory discussion/practice per each article.

4 pts. – brief summary, reflection, theory discussion/practice per each article, Missing a descriptor.

0-3 pts. – limited summary, reflection, theory discussion practice per each article, Missing two descriptors.

Clinical Teaching Journal:

Record on a daily basis all activities while in your chosen teacher's classroom. 5 pts per day, be specific and assist the teacher any way that you can.

### **Grading Scale**

90-100 pts A

80- 89 pts B

70- 79 pts. C

60-69 pts. D

0- 59 pts. F

### **Class Policy on Attendance:**

Students are expected to be present and on time for all classes. Hands-on experience and class interactions are invaluable – and cannot be “made-up” individually. Missing more than 1 class may result in a student failing the class. All clinical experience days must be accounted for.

### **Format for Written Assignments:**

The professional Education community has adopted the standards in the Publication Manual of the American Psychological Association, 4<sup>th</sup> Edition, Washington, 1994. The professional standards described therein are those expected in the professional education community; as future professional educators, students of education also need to demonstrate in their writing the standards adopted by the professional education community. This publication is available in the bookstore and in the reference section of the Specker Library.

**Statement of Plagiarism:**

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, Chicago Manual of Style or Turabian.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

**Withdrawal from Classes Policy:**

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. Written request for withdrawal must be received by the Registrar by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed. Note: Degree Completion Division (DCD) students should consult the DCD Student Handbook for information on DCD withdrawals.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

**Class Policy for Assignments:**

Assignments given in this course reflect and are relevant to actual teaching. Many assignments are designed to be used when you are in an actual teaching position. Doing your assignments well will not only enhance your pedagogical knowledge, but also allow you to show your creativity and find your teaching style.

Please type all papers. Always remember to list any references used in a bibliography. Lesson plans, teaching materials and demonstrations must be done in a serious and professional manner. Some of these materials may become part of your portfolio.

Grades are given on a point system. Each assignment is given a number point value. **Late assignments will not be accepted.** Exams must be taken on the assigned days. No exam will be given after the assigned day.

If you know that you are going to have a problem with attending a class or doing an assignment, please discuss this with the instructor. Legitimate problems will be handled on an individual basis.

Assignments will be returned as soon as possible. If you have a question about the grading of an assignment, please bring it to the attention of the instructor **at that time.** Once the final grade is calculated and turned into the registrar, **it will not be changed.**

Extra credit will not be given unless all other assignments have been turned in on time.

**Class Assignments:**

A number of assignments will be made during the course. It will be your task to do the assignment in a ***professional manner.*** Each assignment will be graded on content, style, reflection, and a demonstrated understanding, application, or evaluation of the material. Assignments will also be graded on clear writing

(unity, coherence, and sound writing mechanics) and adherence to APA format.

**Class Participation:**

Class Participation can be difficult to assess. This course, therefore, will link ATTENDANCE to this area of evaluation. That is, if the students are in attendance for an entire class period, it will be assumed they are participating. Students are expected to be present and on time for all classes. Class interaction is invaluable – and cannot be “made-up” individually. A tardy of over 5 minutes will result in a subtraction of 5 points from the final grade per tardy.

**Class Cancellation:**

I will make every effort to contact you if a class is cancelled due to the unexpected absence of the instructor. In addition, an announcement will be posted on the Education Bulletin Board and the classroom door.

**Date of Class**

**Scheduled Activities**

May 11 Introduction to class- review syllabus, take the pre-test, use text and glossary. See how well you do, it’s non-graded but it gives you an idea of what teaching reading is all about.

Email/phone conversations:

8:30am Ally

9:00am Hannah

9:30am Theresa

10:00 am Rebecca

10:30am Sarah

11:00am Gracia

May 12 View the National Reading Panel on youtube, write your reflection and place in BLACKBOARD from 8:00-9:30 am. Look at the Reading First document in Blackboard- this was provided to teachers when it was first published (the document that was submitted to the federal government itself is several thousand pages long). This is the cornerstone of what all teachers should teach in teaching reading.

I will provide feedback individually and collectively from 9:45- 11:45 AM in your Blackboard responses.

May 13

Read the Chapters in BLACKBOARD on Phonemic Awareness and Phonics, and Fluency- take notes as you will be asked to answer questions in

BLACKBOARD on May 14 after viewing segments of MISUNDERSTOOD MINDS that relates to the segments Chapters 1 and 3 discuss Nathan( the student in the video) and Phonemic Awareness. Chapter 5 discusses Fluency and Expressive Language deficiency with Sara( the student in the video).

May 14

View the segments of Misunderstood Minds in Youtube and provide answers to these following questions:

1. What is Phonemic Awareness? (5 pts) Chapters 1 and 3
2. How can we teach students that we feel don't have phonemic awareness?(5 pts) Chapters 1 and 3
3. Did you agree with the school's decision to place Nathan in a Special needs classroom?(5pts) Chapters 1 and 3
4. What does Fluency mean? ( 5pts.) Chapter 5
5. What is Expressive Language Deficiency( view Chapter 5 with Sara 9 the student)in Misunderstood Minds)?Worth 5 pts.

Provide detailed responses to each question to receive your 5 pts. (At least a fully developed paragraph of 7-8 complete, thought out responses). Submit by 12:00 PM (noon)

May 18 Work with your chosen teacher in E- Learning during the teacher's assigned E-Learning school time(provide evidence, - this important as it is required Clinical class time with documentation of activities, assignment, assistance to the students and teachers.

May 19 Read the Assigned 2 articles:  
The Power and Promise of Read-Alouds and Independent

Reading  
Richard Allington- The 6 T's  
Summarize each article in at least 2 pages, reflect and conclude in the final paragraph (these are two separate assignments, each worth 8 pts). Due by 2:00 pm on May 19

May 20 Again, work with your chosen teacher, follow the above guidelines from May 2.

May 25 Observance of Memorial Day- No class

May 27 This is your 3<sup>rd</sup> and final E-Learning day with your chosen teacher

May 28 Complete the Final Exam during class time, send your responses to me by noon: [bwisowaty@ccsj.edu](mailto:bwisowaty@ccsj.edu)



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|  | <p>requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.</p> <p>If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.</p> <p>If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.</p> <p>An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to <del>withdraw due to an illness, accident, grievous personal loss, or other circumstances</del> beyond the student's control. <u>This grade is submitted by the instructor at the end of term.</u></p> |
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| <b>Resources</b>               |   |
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| <b>Student Success Center:</b> | <p>The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with faculty tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by the Library.</p> |
| <b>Disability Services:</b>    | <p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (e.g., additional time for tests, note taking assistance, special testing arrangements, etc.). It is the student's responsibility to contact the Academic Support Programs Office to request an</p>  |

accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

**CCSJ Alert:**

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsi.edu/alerts/index.html>.

**School Closing Information:**

**Internet:**

<http://www.ccsi.edu>

<http://www.EmergencyClosings.com>

Facility: Calumet College of St. Joseph

Phone: 219.473.4770

**Radio:**

WAKE – 1500 AM

WGN - 720 AM

WIJE – 105.5 FM

WLS – 890 AM

WZVN – 107.1 FM

WBBM NEWS RADIO 78

**TV Channels:**

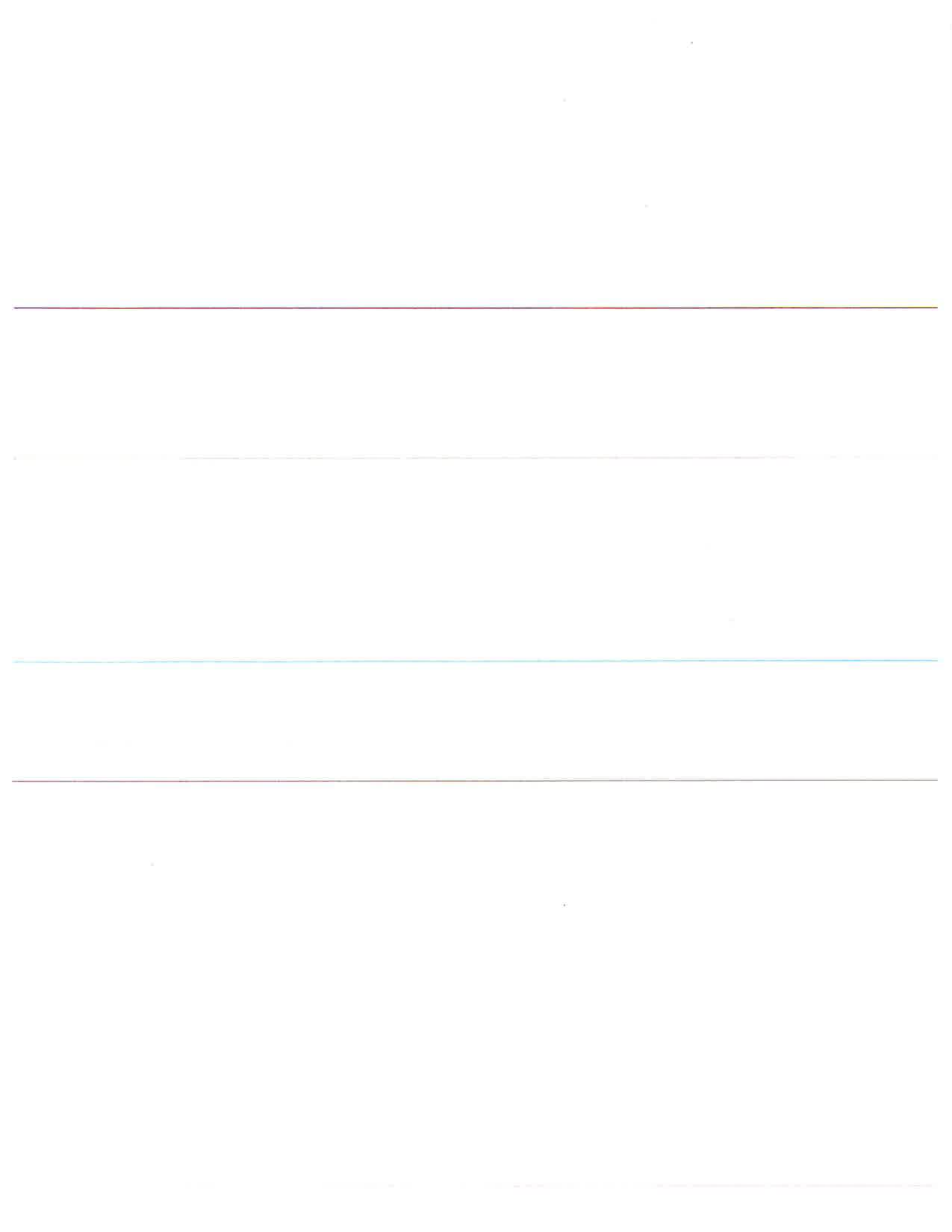
2, 5, 7, 9, 32





## Policies and Procedures

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| <b>Class Policy on Attendance:</b>        | Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Therefore, if a student is absent "three (3) times" the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.   |
| <b>Class Policy on Electronic Devices</b> | Laptops, tablets, and cell phones, including text messaging and other features, are not appropriate for the classroom setting unless used for note taking or appropriate research. If a cell phone must be left on in the classroom, it must be set to the silent or vibrate mode. Any form of electronic communication must take place outside of the classroom. a student found texting or using an electronic form of communication in class, will lose 2 points from their attendance grade per occurrence. A second occurrence on the same day may result in their being excused from class and a full loss of the day's attendance points. Additionally, 3 points will be lost for a first similar occurrence during an exam and the student may be asked to submit their exam in for grade if a second occurrence happens during an exam |
| <b>Class Participation:</b>               | Class participation is extremely important and will account for a portion of the student's overall grade  |
| <b>Statement of Plagiarism:</b>           | <p>If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.</p> <p>PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.</p>   |
| <b>Citation Guidelines:</b>               | <p>Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for <u>each</u> course to see what <u>each</u> instructor requires. The Library has reference copies of each manual; the Follett has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.</p>                        |
| <b>Withdrawal from Classes Policy:</b>    | <p>After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written</p>  |





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1. Call 911 and report intruder.

**RUN, HIDE OR FIGHT TIPS:**

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.





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## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE.** **DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are or where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.



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2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. **Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells.** Inform professors, and/or classmates of best methods of assistance during an emergency.

#### HAZARDOUS MATERIAL SPILL/RELEASE

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

#### TORNADO

##### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

#### SHELTER IN PLACE

##### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

#### BOMB THREATS

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

#### TERRORISM AND ACTIVE SHOOTER SITUATIONS

##### EMERGENCY ACTION



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1. Call 911 and report intruder.

**RUN, HIDE OR FIGHT TIPS:**

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
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9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.

