MCMA 582 RTD 478 GAME NARRATIVES

<table>
<thead>
<tr>
<th>COURSE NUMBER: MCMA 582 RTD 478</th>
<th>CREDIT HOURS: 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER/YEAR: FALL 2016</td>
<td>CLASS LOCATION: COMMUNICATIONS 9E</td>
</tr>
<tr>
<td>CLASS MEETING DAYS: MONDAY</td>
<td>CLASS MEETING TIME: 3:00 – 6:00 PM</td>
</tr>
<tr>
<td>INSTRUCTOR: Reid Perkins-Buzo</td>
<td>OFFICE HOURS: Tuesday &amp; Wednesday 2 to 5 PM</td>
</tr>
<tr>
<td>Email: <a href="mailto:rperkinsbuzo@siu.edu">rperkinsbuzo@siu.edu</a></td>
<td>COURSE WEBSITE: <a href="https://online.siu.edu/">https://online.siu.edu/</a></td>
</tr>
<tr>
<td>Course TA or Coordinator: None</td>
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REQUIRED TEXTS:


OPTIONAL RESOURCES:


PURPOSE OF COURSE:

Teaches students the core practices of game narratives. It covers

a) The conceptual fundamentals of theories of game narrative design. The class requires a paper analyzing a successful narrative game. The paper must use the class textbooks as the framework for the analysis. For undergrads, the paper must be at least 1900 words. For grad students, a conceptually deeper analysis is required (at least 3400 words).

b) The “hands on” of the technical and organizational process of creating a narrative game. This includes designing and implementing a narrative game using an appropriate software tool.

While game narrative is at the center of this course, the skills and knowledge acquired in this class are applicable to broad range of design-centric fields and contexts.

COURSE GOALS AND/OR OBJECTIVES:

By the end of this course, students will be able to:

1) Understand how to use the core principles of digital and non-digital narrative game design like story-world, character-agent, plot, gameplay, reward systems and chance to design narrative games.

2) Critically analyze and dissect the construction of digital and non-digital game narratives from a designer’s perspective.

3) Take a game narrative design from conceptualization through the completed prototype phase.

COURSE POLICIES:

ATTENDANCE AND PARTICIPATION POLICY:

a) At the sole discretion of the instructor, documented Emergencies or medical situations may be acceptable reasons for an excused absence. At the very least, students must contact the Instructor 24 hours before class time if they wish to be considered for an excused absence.

b) Unexcused absences will decrease the grade given for class participation. This will be up to the sole discretion of the instructor.
c) The classroom is a collaborative learning environment. You are expected to contribute through thoughtful questions, sharing of ideas and constructive criticism.

d) Participation is evaluated in part through classroom etiquette. The following are expectations for classroom etiquette during meeting sessions:
   a. Turn cell phones off or put on silent mode. Do not answer unless it is an emergency.
   b. Do not read materials during class, unless assigned.
   c. There is no eating or drinking in the classroom area. Reasonable exceptions can be made.
   d. Demonstrate respect to instructors and fellow students. This means paying attention to lecturers and not checking emails or working on other projects during a presentation.

e) You are required to attend and are responsible for knowing the material covered in all classes throughout the semester.

MAKE-UP POLICY:

Any assignment turned in past the due date may lose up to 10% of the total point value of the assignment for each class day it is late.

ASSIGNMENT POLICY:

 a) At the sole discretion of the instructor, late work may be penalized according to the Make-Up policy.

 b) Any assignment turned in past the due date may lose up to 10% of the total point value of the assignment for each class day it is late.

 c) On Writing Assignments: A written assignment with less than the minimum word count will receive a grade of F. Excessive mistakes in an assignment due to poor spelling or incorrect grammar will result in a required rewrite. No assignment will be allowed more than one rewrite. Any rewritten assignment that continues to exhibit poor spelling or grammar mistakes will receive an automatic one-half grade subtraction.

 d) On Team Assignments: Due to the nature of Game production, most of the assignments will be done in teams (ideally of 4 or more). Teams will be formed during the second week’s class period. We will allocate time during the first period for this to go speedily at the second period. A professional team formation activity will be used to form the teams.

 e) Game narratives will be constructed using standard gaming industry practice (i.e., using Excel spreadsheets).

 f) Game prototypes will be implemented in a variety of software tools or as a paper prototype (permission of the instructor needed). Each team must choose the software tool appropriate for their level of comfort with coding. Tools like Twine are available for those students with little or no coding background, while those with greater familiarity may choose tools such as ClickTeam Fusion or GameMaker, and those with broad experience may choose Flash, Unity or UDK. Workshops will be conducted during the class to introduce and/or guide students who wish to use a particular software game development tool.

 g) There are no exams in this class. Only team projects and an individual analytic paper.

 h) If you have difficulty writing, spelling and/or grammar in English, the Writing Center offers free tutoring services to all SIU students and faculty. To find the Center or Schedule an appointment please visit http://write.siu.edu/
**GRADING POLICIES:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td><strong>Team Game Concept Formulation</strong> — A short document (800-1200 words) in which each team formulates a project concept. The team should implement one of the ways discussed in class on how to develop a project concept.</td>
<td>5%</td>
</tr>
<tr>
<td>At the sole discretion of the instructor, a project concept may be either approved to go to the next stage (Development Document Outline) or not approved. This models the industry practice of being “green-lit” or not for a particular game concept. <strong>Reasons for not “green-lighting” a project may not always be provided, which again models industry practice.</strong> An approved Team Game Concept is necessary for a team to move to the next stage.</td>
<td></td>
</tr>
<tr>
<td>Assigned at the 2&lt;sup&gt;nd&lt;/sup&gt; week of class. Due at the <strong>start</strong> of the 4&lt;sup&gt;th&lt;/sup&gt; week of class.</td>
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<tr>
<td><strong>Team Development Document (Outline)</strong> — A Document (approximately 8 to 10 pages), where a team will write an outline Development Document for their instructor-approved project; the document should include all of the sections necessary for the document (examples will provided in class), but in outline form.</td>
<td>15%</td>
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<tr>
<td>Only Development Documents written for instructor approved project concepts will be accepted to meet the requirements of this assignment.</td>
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<tr>
<td>Assigned at the 5&lt;sup&gt;th&lt;/sup&gt; week of class. Due at the <strong>start</strong> of the 7&lt;sup&gt;th&lt;/sup&gt; week of class.</td>
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<tr>
<td><strong>Game Narrative Analysis Paper</strong> — An individually written analytic paper. The paper must use the class textbooks as the framework for the analysis. For undergrads, the paper must be at least 1900 words. For grad students, a conceptually deeper analysis is required (at least 3400 words). The paper will be done in two stages: 1) a Rough Draft of the paper is due on week 13; 2) the Final Draft is due on week 16. The instructor will provide feedback on the rough draft in order to strengthen the final paper turned in by the student. The rough draft will be accepted solely on whether it is close to the required length and the quality of writing is appropriate for an advanced undergrad/grad level course.</td>
<td>25% = 5% (acceptable Rough draft submitted) + 20% (Final Paper)</td>
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<tr>
<td><strong>Playtime - Exploring a Game Narrative</strong> — There are 8 Playtime activities in the syllabus. Seven (7) of them will be done as student assignments. Students will present a Game Narrative to the class by playing it in class and discussing its narrative aspects WRT the topics in the class reading from Wolf. This will be done in small groups of 2 or 3 (these Playtime groups are not the same as the teams).</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Team Game Prototype Iteration 1</strong> — A paper prototype of the team’s game as described in the Development Document. How to create this prototype will be discussed in class.</td>
<td>15%</td>
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<tr>
<td>Assigned at the 9&lt;sup&gt;th&lt;/sup&gt; week of class. Due at the <strong>start</strong> of the 11&lt;sup&gt;th&lt;/sup&gt; week of class.</td>
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Team Game Prototype Iteration 2 — An electronic prototype of the team’s game as described in the Development Document and prototyped on paper in Iteration 1. How to create this will be discussed in class.

Assigned at the 12th week of class. Due on the Final Exam date at the end of the Final Exam time for the class.

Class Participation — Attendance at classes is required. An attendance sheet will be circulated at class. It is the responsibility of the student to sign the sheet.

N.B.: All writing assignments will be evaluated on their effectiveness, organization and quality of writing.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Equivalency</th>
<th>GPA Equivalency</th>
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<tbody>
<tr>
<td>A</td>
<td>92 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>89 – 91%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>86 – 88%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83 – 85%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>73 – 76%</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>70 – 72%</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>1.33</td>
</tr>
<tr>
<td>F, Other</td>
<td>&lt; 60%</td>
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10%
Detailed Course Schedule:

**FINAL EXAM:** Friday December 16, 2:45 – 4:45 PM

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| 1    | August 22 | Syllabus  
The Fun Stuff & Work Stuff  
The Design Process for Games  
Game Principles & Narrative Principles  
Tools & Toys  
Discuss Class Assignments  
Plan team formation | Undergrads: Wolf pp 16-33;  
Grads: Wolf pp 16-64; |
| 2    | August 29 | Methods of concept formulation  
Imaginary worlds, narrative, and structures of thought  
Playtime — Exploring a Game Narrative  
Team formation  
Team meetings for GCF Assignment | Undergrads: Wolf pp 153-172;  
Grads: Wolf pp 65-172;  
Assign Team Game Concept Formulation |
| 3    | September 5 | Labor Day Holiday |  |
| 4    | September 12 | Development Documents: How to create them  
Pulling apart; putting together: relations make a world I  
Playtime — Exploring a Game Narrative | Undergrads: Wolf pp 173-197  
Grads: Wolf pp 173-197, 226-244  
**Due** — Team Game Concept Formulation |
| 5    | September 19 | Pulling apart; putting together: relations make a world II  
History of Imaginary Worlds and Games  
Playtime — Exploring a Game Narrative  
Team meetings for DevDoc Assignment | Undergrads: Wolf pp 198-225;  
Grads: Wolf pp 198-225, 268-287;  
Assign Team Development Document |
| 6    | September 26 | Weaving a world: narrative, interactivity, games and their aftermath  
Discussion of the Game Analysis Paper: Rough Draft and Final Draft  
Playtime — Exploring a Game Narrative  
Team meetings for DevDoc Assignment | Undergrads: Wolf pp 245-267;  
Grads: Wolf pp 245-267;  
Assign Game Analysis Paper |
| 7    | October 3  | Gyre and Gimbel in the Wabe: Adaptation, Growth, Games and Transmedia  
Diegetic narratives and games  
Playtime — Exploring a Game Narrative | Read Crawford Chapters 2 & 3  
**Due** — Team Development Document |
| 8    | October 10 | Fall Break |  |
| 9    | October 17 | Gaming as a narrative activity via Crawford Prototyping on Paper I  
Team meetings on prototyping  
Playtime — Exploring a Game Narrative | Read Crawford Chapters 8 & 9  
Assign Team Game Prototype Iteration 1 |
### October 24

Trees as Game Narrative structures
What makes for Interactive fiction?
Prototyping on Paper II
Team meetings on prototyping
Playtime — Exploring a Game Narrative

Read Crawford Chapters 10, 11 & 14

### October 31

The heart of Game Narrative: Characters
Discuss Analysis Paper Rough Draft
Prototyping using Computer Tools
Team meetings on prototyping
Playtime — Exploring a Game Narrative

Read Crawford Chapters 15 & 16
Due — Team Game Prototype Iteration 1 (Paper prototype)

### November 7

Driving Game Narrative: Fate and Events
Workshop: Prototyping using Computer Tools
Team meetings on prototyping

Read Crawford Chapter 20
Assign Team Game Prototype Iteration 2

### November 14

Bottom-Up Game Narrative Design
Workshop: Prototyping using Computer Tools
Team meetings on prototyping

Due — Rough Draft of Game Analysis Paper

### November 21

Workshop: Prototyping using Computer Tools
Team meetings on prototyping

### November 28

Workshop: Prototyping using Computer Tools
Team meetings on prototyping

### December 5

Workshop: Prototyping using Computer Tools
Team meetings on prototyping

Due — Game Analysis Paper, Final version

### December 16 (Friday)

Final Prototypes Due, 4:45 PM

Due — Team Game Prototype Iteration 2 (Final Prototype)

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**Disclaimer:** This syllabus represents the instructor’s current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.
IMPORTANT DATES *
Semester Class Begins: ...........................................08/22/2016
Last day to add full-term course (without Dean’s signature): ......08/28/2016
Last day to withdraw from the University with a full refund: ........09/02/2016
Last day to drop a full-term course for a credit/refund: ............09/04/2016
Deadline to apply to graduate at the end of this term: .............09/16/2016
Last day to drop a full-term course (W grade, no refund): ..........10/30/2016
Final examinations: ................................................12/12–12/16/2016
Commencement: ................................................................12/17/2016
Note: For more detailed information on the above deadlines, please visit: http://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 http://registrar.siu.edu/schedule/class/index.php

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/05/2016
Fall Break 10/08—10/11/2016
Veterans Day Holiday 11/11/2016

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: http://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: http://registrar.siu.edu/grades/incomplete.php

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses 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 http://registrar.siu.edu/students/repeatclasses.php

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at http://gradschool.siu.edu/about-us/grad-catalog/

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

PLAGIARISM
Student Conduct Code http://srr.siu.edu/student-conduct-code/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: call (618) 453-1492, email siukcares@siu.edu, or http://salukicares.siu.edu/

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: http://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: http://emergency.siu.edu/

STUDENT MULTICULTURAL RESOURCE CENTER
The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at http://inclusiveexcellence.siu.edu/

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

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

MILITARY COMMUNITY
There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen 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 http://veterans.siu.edu/

Additional Resources:
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: https://online.siu.edu/
SALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/
MORRIS LIBRARY HOURS: http://libguides.lib.siu.edu/hours

Fall 2016 R. O’Rourke
Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Students With a Disability:**

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

**Tornado:**

During the spring semester we have a Storm Drill.

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

**Fire:**

During the fall semester we have a Fire Drill.

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

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

**Bomb Threat:**

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

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe. Put in your cell phone the SIU Dept. of Public Safety 618-453-3771. If there is a shooter on campus you can call this number to report it. There will be a lot of calls going to 911 and the SIU Police will get your call using 618-453-3771. It is good to have this number listed in your cell phone for all emergencies here on campus.

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

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

Earthquake:

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

Radiation Emergency:

A radiation emergency could come about due to a complete meltdown of a nuclear reactor core to our west, a catastrophic leak of material from nuclear weapons manufacturing facilities to our south, or as a result of a nuclear weapon being detonated in or around St. Louis, MO, or along the Ohio River valley between Paducah KY and Evansville IN.

Regardless of the source of the radiation, what you need to do in response is the same:

- Get inside, Stay inside and Stay tuned - Close and lock all windows and doors. Go to the basement or the middle of the building. Radioactive material settles on the outside of buildings; stay as far away from the walls and roof of the building as you can. If possible, turn off fans, air conditioners, and forced-air heating units that bring air in from the outside. Close fireplace dampers.
• Bring pets inside with you, if you can. Bring in any supplies from outside that your pets might need for at least 24 hours.
• If you were outside when it started, carefully remove your outer layer of clothing before entering the building, if you can. Radioactive material can settle on your clothing and your body, like dust or mud. Once inside, wash the parts of your body that were uncovered when you were outside. Then put on clean clothing, if you can. This will help limit your radiation exposure and keep radioactive material from spreading.
• Cover your mouth and nose with a mask, cloth, or towel if you must be outside and cannot get inside immediately.
• Vehicles do not provide good protection from radioactive material.
• Schools, daycares, hospitals, nursing homes, and other places have emergency plans in place to keep people safe at the facility.
• Providing shelter to someone who was outside during a radiation emergency can save their life without endangering your own. They will have to remove outer layer of clothes before they enter the building and wash the parts of their body that were uncovered. Give them clean clothing or coverings that you have. This will help limit their radiation exposure and keep radioactive material from spreading.

Hazardous Materials:

While there are many possible scenarios where hazardous materials spill, explode, are released into the air, and/or burn, a train derailment is the most likely cause of a serious incident. Regardless of how the incident begins, the following guidance should be followed.

Listen to local radio or television stations for detailed information and instructions. Follow the instructions carefully. You should stay away from the area to minimize the risk of contamination. Remember that some toxic chemicals are odorless.

• If you are asked to evacuate
  o Do so immediately.
  o Take pre-assembled disaster supplies.
  o Help your neighbors who may require special assistance--infants, elderly people and people with access and functional needs.
  o Follow evacuation routes, temporary shelters, and procedures.
  o Don’t leave your pets. If you evacuate take them with you.
• If you are caught outside
  o Stay upstream, uphill, and upwind!
  o Try to go at least one-half mile from the danger area.
  o Move away from the accident scene and help keep others away.
  o Do not walk into or touch any spilled liquids, airborne mists, or condensed solid chemical deposits.
  o Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.
  o Stay away from accident victims until the hazardous material has been identified.
• If you are in a motor vehicle
  o Stop and seek shelter in a permanent building.
  o If you must remain in your car
    ▪ Keep car windows and vents closed
- Shut off the air conditioner and heater.

- **If you are requested to stay indoors**
  - Bring pets inside.
  - Close and lock all exterior doors and windows.
  - Close vents, fireplace dampers, and as many interior doors as possible.
  - Turn off air conditioners and ventilation systems.
  - Seal gaps under doorways and windows with wet towels or plastic sheeting and duct tape.
  - Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper or aluminum wrap.
  - Use material to fill cracks and holes in the room, such as those around pipes.
  - If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Avoid eating or drinking any food or water that may be contaminated.

**Rave Mobile Safety Alert System:**

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up for Rave Mobile Safety Alert System. Go to Saluki Net, go to my records tab, under SIUC Personal Records, click on View My SIUC Student Records, Under Main Menu click on Personal Information, click on View and Update Addresses and Phones, in the middle of the page click [Update Addresses and Phones], under phones click Primary: This will take you to Update Addresses and Phones – Update/Insert, under primary phone number for this address put in your cell phone and submit. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

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

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

**Women's Self Defense Classes** are offered to female students faculty and staff by the Department of SIU Public Safety. For more information call the Department of SIU Public Safety 453-3771.