



School of Molecular & Cellular Biology

# MCB 297B, Spring 2025

MCB Honors Discussion Section B, 1 Credit Hour

## Instructor

Dr. Mary Schuler

162 ERML

Email: [maryschu@illinois.edu](mailto:maryschu@illinois.edu)

Office Phone: 217-333-8784

## Class Meeting Schedule

Section B: 6 Burrill Hall, Friday 11:00-11:50

Office Hours: 162 ERML, Wednesday 10:30-11:30

## Course Overview and Description

Honors discussion section associated with MCB 250, MCB 252, and MCB 354.

Concurrent enrollment in the appropriate lecture course is required. May be repeated in separate terms to a maximum of 3 hours. 1 credit.

In Section B, students will learn how to approach reviews and primary literature and how, in an oral presentation, to present the major methods and results of an instructor-chosen paper to the class as well as how, in a written paper, to summarize the methods and results of a student-chosen paper. The papers for oral and written presentations currently emphasize RNA splicing with perspectives on genetic diseases.

## Course Prerequisites, Requirements met

Prerequisite: concurrent enrollment in MCB 252

## Student Learning Outcomes

At the end of the course, through assignments, discussions, activities and assessments, students will be able to:

1. Summarize major results of primary literature articles in written and presentation form.
2. Find and present relevant background information for a topic of interest.
3. Assess the quality, assumptions, and limitations of a primary literature article.

## Text/Materials Information

No required texts

## Course Website, Course Tools

<https://canvas.illinois.edu/>; login via University of Illinois NetID and Password

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### Grading Information and Breakdown

- Discussion questions (60 points total): 6 points per assignment for submitting reasonable and complete answers to instructor-written questions prior to class, including for your assigned presentations. Only assessed if granted an excused absence or present for relevant presentation.
- Presentation (80 points total): Students can earn up to 80 points through giving one presentation regarding assigned papers.
- Final Paper (60 points total): Students can earn up to 60 points by completing a term paper analyzing a primary literature article related to a topic involving RNA and genetic disease. The article chosen by the student should be approved by the instructor.

**Point Total: 200 Points**

### Tentative Grading Scale for SP25 MCB 297B

Letter Grade	Point Cutoffs	Letter Grade	Minimum Point Cutoff
A+	200-185	C	143-136
A	184-177	C-	135-130
A-	176-170	D+	129-124
B+	169-164	D	123-116
B	163-156	D-	115-110
B-	155-150	F	109 or less
C+	149-144	-----	-----

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**SP25 Course Calendar with Daily Schedule of Topics, Readings and Assignment Due Dates**

<b>Week of</b>	<b>Papers and Important Due Dates</b>
January 19 Week 1	<b>Introduction to Class and Syllabus</b> <b>Assign Student Presentations</b> <b>Due before Week 2 class:</b> Discussion Questions for Review Examples
January 26 Week 2	<b>Instructor Review Examples:</b> Turunen et al. (2013) The significant other: splicing by the minor spliceosome. Wiley Interdiscip Rev RNA. 4:61-76. doi: 10.1002/wrna.1141 Scotti and Swanson. (2016) RNA mis-splicing in disease. Nat Rev Genet. 17:19-32. doi: 10.1038/nrg.2015.3. <b>Due before Week 3 class:</b> Discussion Questions for Paper Example
February 2 Week 3	<b>Instructor Paper and Commentary Examples:</b> Madan et al. (2015) Aberrant splicing of U12-type introns is the hallmark of ZRSR2 mutant myelodysplastic syndrome. Nat Commun. 6:6042. doi: 10.1038/ncomms7042. Mullard (2024) RNA-rewriting candidate moves into the clinic. Nat Rev Drug Discov. 23:407-409. doi: 10.1038/d41573-024-00086-4. <b>Due before Week 4 class:</b> Nothing!
February 9 Week 4	<b>Instructor: Resource Access</b>
February 16 Week 5	<b>No In-Person Class: Work on Student Presentations</b>
February 23 Week 6	<b>Student Presentation 1:</b> Edery et al. (2011) Association of TALS developmental disorder with defect in minor splicing component U4atac snRNA. Science 8:240-243. doi: 10.1126/science.1202205. He et al. (2011) Mutations in U4atac snRNA, a component of the minor spliceosome, in the developmental disorder MOPD I. Science 332:238-240. doi: 10.1126/science.1200587. <b>Due before Week 6 Class:</b> Discussion Questions for Presentation 1
March 2 Week 7	<b>Student Presentation 2:</b> Montañés-Agudo et al. (2022) Inhibition of minor intron splicing reduces Na <sup>+</sup> and Ca <sup>2+</sup> channel expression and function in cardiomyocytes. J Cell Sci. 135:jcs259191. doi: 10.1242/jcs.259191. <b>Due before Week 7 Class:</b> Discussion Questions for Presentation 2

March 9 Week 8	<b>Student Presentation 3:</b> Shibata, Ajiro and Hagiwara. (2020) Mechanism-Based Personalized Medicine for Cystic Fibrosis by Suppressing Pseudo Exon Inclusion. Cell Chem Biol. 27:1472-1482.e6. doi: 10.1016/j.chembiol.2020.08.013. <b>Due before Week 8 Class:</b> Discussion Questions for Presentation 3
March 16 Week 9	<b>No class: Spring Break</b>
March 23 Week 10	<b>Student Presentation 4:</b> Li et al. (1999) Human acyl-CoA:cholesterol acyltransferase-1 (ACAT-1) gene organization and evidence that the 4.3-kilobase ACAT-1 mRNA is produced from two different chromosomes. J Biol Chem. 274:11060-11071. doi: 10.1074/jbc.274.16.11060. <b>Due before Week 10 Class:</b> Discussion Questions for Presentation 4
March 30 Week 11	<b>Final Paper explanation, rubric, tips:10min</b> <b>Student Presentation 5:</b> Doi et al. (2024) RNA exon editing: Splicing the way to treat human diseases. Mol Ther Nucleic Acids 35:102311. doi: 10.1016/j.omtn.2024.102311. <b>Due before Week 11 Class:</b> Discussion Questions for Presentation 5
April 6 Week 12	<b>Student Presentation 6:</b> Rodriguez-Martin et al. (2005) Reprogramming of tau alternative splicing by spliceosome-mediated RNA trans-splicing: implications for tauopathies. Proc Natl Acad Sci USA. 102:15659-15664. doi: 10.1073/pnas.0503150102. <b>Due before Week 12 Class:</b> Discussion Questions for Presentation 6
April 13 Week 13	<b>Student Presentation 7:</b> Gruber et al. (2013) The design and optimization of RNA trans-splicing molecules for skin cancer therapy. Mol Oncol. 7:1056-1068. doi: 10.1016/j.molonc.2013.08.005. <b>Due before Week 15 Class:</b> Discussion Questions for Presentation 7
April 20 Week 14	<b>No class</b>
April 27 Week 15	<b>Student Presentation 8:</b> Wang et al. (2009) Trans-splicing into highly abundant albumin transcripts for production of therapeutic proteins in vivo. Mol Ther. 17:343-351. doi: 10.1038/mt.2008.260. <b>Due before Week 15 Class:</b> Discussion Questions for Presentation 8
May 4 Week 16	<b>Last week of semester: Turn in Final Paper on Monday May 5.</b>

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### **Note Regarding Letters of Recommendation:**

At some point in the future, you might need to ask for a letter of recommendation from me. If you want a strong and positive letter of recommendation for having been in this class, showing up and submitting the assignments on time is good but not sufficient to write a strong and unique letter of recommendation for and about you. Authentic, thoughtful participation in class, in which you speak and discuss your presentation data as well as those of others, is certainly a requirement for a strong and positive letter of recommendation. One-on-one conversations about relevant topics (academic life, graduate school, science in general, your professional goals, etc.) are also good ways for me to understand you well enough to write a strong letter of recommendation.

### **Generative AI Statement:**

Faculty can't stop you from using AI if you want to. However, I think you should tread carefully in your use of it because anything that you can only do as well as a generative AI, your future employers, interviewers, shareholders as well as your peers have that same capability. You do yourself and your future a disservice by contracting out your education to ChatGPT or whatever tool you might choose to use.

Remember that you are solely responsible for the accuracy of the work you submit, including that generated in any capacity by generative AI. While such tools seem astonishingly capable of qualitative description of techniques and factual information, as of January 2025, they also appear to be equally astonishingly incapable of analyzing graphical data or merging factual information with data collected. While this could change, it hasn't yet.

In addition, using generative AI as a search tool is an ineffectual use of technology. Search engines solely for scientific literature have been available for decades now (e.g., PUBMED (<https://pubmed.ncbi.nlm.nih.gov/>), Google Scholar (<https://scholar.google.com/>), Science.gov (<https://science.gov>), etc.) and offer distinct advantages in allowing you to choose the source of your information. Instructors would much rather get protocols for an unfamiliar technique or reagent recipe from Cold Spring Harbor Laboratory than from someone's random blog. Generative AI also doesn't give animations, graphics, or demonstrations - which are all useful features that might help with understanding new topics.

## **MCB Curriculum Policies**

### **Course Policies**

Regardless of whether a student has read the Course Policies for MCB 150, a student is charged with knowledge of them. These policies were developed in agreement with the Student Code.

### **For non-academic campus assistance and support:**

- See Office of Diversity, Equity and Access (ODEA) information at the end of this document.

### **Student Advocacy Resources:**

- For student-centered advocacy programs and services visit: [mcb.illinois.edu/undergrad/advising/resources](http://mcb.illinois.edu/undergrad/advising/resources).

### **Adding the Course after the Semester Start:**

- We understand that the University has an add deadline 10 days into the semester, but the University lets individual courses and/or programs determine their policies for late adds. We feel that students who choose to add a course late do so at their own discretion with knowledge that there may be points lost in the process.

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## Inclusivity Statement

- The effectiveness of this course is dependent upon the creation of an encouraging and safe classroom environment. Exclusionary, offensive, or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases subject to university harassment procedures. We are all responsible for creating a positive and safe environment that allows all students equal respect and comfort. I expect each of you to help establish and maintain an environment where you and your peers can contribute without fear of ridicule or intolerant or offensive language.

## Netiquette

- In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via e-mail or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):
  - Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
  - Avoid typing whole sentences or phrases in Caps Lock.
  - Be brief; succinct, thoughtful messages have the greatest effect.
  - Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
  - Use descriptive subject headings in your e-mails.
  - Think about your audience and the relevance of your messages.
  - Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
  - When making follow-up comments, summarize the parts of the message to which you are responding.
  - Avoid repeating what has already been said; needless repetition is ineffective communication.
  - Cite appropriate references whenever using someone else's ideas, thoughts, or words

## Contacting MCB Course Personnel

1. MCB course personnel are more than happy to assist students.
2. Emails to instructors, TAs, or course coordinators will only be answered if they come from an @illinois.edu account. As a student, please remember that when you email a staff member, it is important to include all pertinent information so that we can assist you in the most efficient and effective manner possible. This information could include:
  - The course that you are concerned about (the course personnel often work with multiple courses)
  - Your section letter/number
  - The previous email "thread" or previous communicated information pertinent to the situation
3. Your cooperation will help us respond much more quickly to your concerns

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## Religious Observances and Practices

- Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices regarding admissions, class attendance, and the scheduling of examinations and work requirements. Students should complete the [Request for Accommodation for Religious Observances form](#) should any instructors require an absence letter in order to manage the absence. To best facilitate planning and communication between students and faculty, students should make requests for absence letters as early as possible in the semester in which the request applies.

## Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the coordinator for the course to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

## Disability Resources and Educational Services (DRES) Accommodations

1. We are committed to providing a learning environment where our students can succeed. If you require special accommodations, please contact us and the DRES as soon as possible. To contact DRES, you may visit 1207 S. Oak Street, Champaign, call 217-333-4603, or email [disability@illinois.edu](mailto:disability@illinois.edu). We will try to meet all accommodations once the process has started. Please note that accommodations are not retroactive to the beginning of the semester, but begin the day you contact your professor, instructor, or coordinator with a current letter of accommodation from DRES.
2. If a student has DRES accommodations, documentation must be submitted to course personnel by the end of the second week of class.
3. If a student believes that they need DRES accommodations, they should contact DRES at [disability@illinois.edu](mailto:disability@illinois.edu).

## Disruptive Behavior

- Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; [conflictresolution@illinois.edu](mailto:conflictresolution@illinois.edu); 333-3680) for disciplinary action.

## Class Absences:

*Regular class attendance is expected of all students at the University.*  
([http://odos.illinois.edu/studentAssistance/absence/revised\\_code.asp](http://odos.illinois.edu/studentAssistance/absence/revised_code.asp))

Policies regarding absences are outlined below:

- Absences, when they occur after the first day of classes but prior to enrollment in the course, will require the use of dropped assignments, if applicable.
- Students must attend their scheduled discussion section.
- **Absences that may be excused but require a letter from the Office of the Dean of Students (ODOS):** The Office of the Dean of Students (ODOS) will only provide informative letters to instructors for:
  - Protracted illness of 3 or more days

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- Certain emergencies
  - To be present during the serious illness of immediate family members (parents, legal guardian, spouse/partner, siblings, children, or grandparents).
  - These letters do not excuse you from class but merely provide information for the instructor to consider with regard to excusing the absence and permitting make-up work.
  - Students must request absence letters from the Office of the Dean of Students after the student has returned to class but not more than 10 business days after the last date of absence.
  - **Absences that may be excused without an ODOS letter (but require documentation)** include circumstances beyond the student's control such as:
    - Medical treatment
    - Surgery related to prolonged illness or injury
    - Pregnancy
    - Legal matters
    - Citizenship or naturalization processes
    - Acts of nature which cause destruction to a primary residence or disrupt air travel.
  - **Absences that may also be excused without an ODOS letter (but require documentation) include:**
    - Conference attendance
    - Job, graduate or professional school interviews, though a best effort should be made to schedule these events to minimize class attendance disruption.
    - Absences planned for the items listed above must be communicated to your instructor at least two weeks in advance of the absence.
    - Failure to do so may result in the loss of opportunity to reschedule the missed class period and the portion of the grade associated with this class period.
  - **Absences that may not be excused include:**
    - Family events such as reunions or weddings
    - Presence during serious illness of extended family members (aunt, uncle, niece, nephew, or cousin).
  - Unplanned or unexcused absences may result in the loss of opportunity to reschedule the missed class period and, therefore, the portion of the grade associated with this class period.
  - We know that students become ill and other reasons beyond a student's control arise. To accommodate absences due to minor illness or emergency, we allow that a specified number of assignments may be missed without penalty. These missed assignments can be dropped according to the criteria set forth in the Course Policies for this course. Specifically, these drops will be used when a student misses class/assignments due to:
    - minor illness (less than 3 days)
    - chooses not to attend class or complete an assignment
    - Forgets to attend class or complete an assignment
    - There is no distinction made between illness and missing class/assignments.
  - If you experience an illness (chronic, recurring or lasting three days or more) or other circumstance that causes an extended absence from class (lasting three days or more), please contact the Connie Frank CARE Center in the Office of the Dean of Students during business hours (8:30 AM - 5:00 PM).
    - This office is located on the 3<sup>rd</sup> floor of the Turner Student Services Building, 610 E. John Street, Champaign, 217-333-0050.
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- A representative of that office will provide us with the necessary information to address your circumstance.

### **Grades:**

- Each course has a grade scale. The grade you earn in the course will be based on the points that you earn. Effort is reflected in points earned. We will adhere to the grade scale when assigning grades in order to avoid capriciousness and to adhere to fairness and equity for all students.

### **Academic Integrity:**

- Science cannot exist without honesty. The faculty and staff in MCB require students, as scientists-in-the-making, to hold the highest standards of scientific and academic conduct. Any form of cheating on any graded work in courses is unacceptable.
- The Code of Policies and Regulations Applying to All Students will be applied in all instances of academic misconduct committed by students. This applies to all exams, presentations, assignments and materials distributed or used in this course. You can review these policies at the following website:  
<http://admin.illinois.edu/policy/code/index.html> and specifically here:  
<http://studentcode.illinois.edu/article1/part4/1-401/>
- We require that all graded work be entirely your own, and that anything you write using the words of other writers be correctly attributed. Some specific points follow.
  - Copying the work of another student, or allowing another to copy your work, or copying work from any other source, is unacceptable. Since we cannot always monitor you as you complete your work, we must rely upon appearance of your work from which to judge. If the work you submit resembles that of another student or another source too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own.
- Use of any social or electronic media to share information, request information or make confidential information public is prohibited. Any use of this type may earn you a zero on the exam or a more extreme penalty at the discretion of the instructor.
- On written or electronic assignments, the answers that you turn in for grading must be written in your own words, formulated from your own understanding of the material.
  - While you may be working with other students in the course, you must formulate and submit your own answers. Copying or paraphrasing the work of another student, or allowing another to copy or paraphrase your work, is unacceptable.
  - Since we cannot monitor you as you complete your work, we have only the appearance of your work from which to judge. If the work you submit resembles that of another student too closely, we may conclude that it was not your original work. Always make a conscious effort to complete your work on your own and to protect it from the view of others, in order to ensure that it will be seen as your own.

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- You must also make a conscious effort to protect your passwords and accounts. Failure to adhere to these standards may result in a grade of zero for the entire assignment for all persons involved.
  - On written or electronic assignments, if you use a statement taken directly from any book or other publication, including the course textbook, you must provide a citation.
    - That is, you must put the text in quotes and put the author of the publication in parentheses after the quotation. Failure to do so will result in zero credit for that answer.
    - Further, using only the words of another author as your entire answer or as the majority of your answer to any question is never sufficient to earn credit. If the majority of your work has been taken directly from a publication, you are likely to receive no credit for the work, since you would not be demonstrating knowledge beyond the ability to copy.
    - Even if you quote another, your answer must be substantially your own words, drawn from your own understanding of the material.

### Electronic Media/Device Use:

- Use of any social or electronic media to share course information, request course information or make confidential course information public is prohibited. Any use of this type may earn you a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.
- Any violation of the social media policy **on your account** may result in a zero on an assignment or exam or a more extreme penalty at the discretion of the instructor.
- Any social media sites created in relation to MCB courses must grant access to course personnel upon request. Failure to provide access will result in a failing grade in the course for the group/site's administrator(s).
- No electronic devices, including smart watches, are allowed at exams.

### Course Material:

- Students are welcome and encouraged to make audio recordings of course lectures.
- The material recorded is intellectual and copyrighted property of the University of Illinois Board of Trustees and may be made for personal use only.
  - To be clear, this means that the recording is to be used ONLY by the individual who made the recording.
- Video recordings of any kind are strictly prohibited.
- Posting or sharing of audio recordings or transcriptions on social or electronic media platforms is strictly prohibited.
- Posting or redistributing of course material in any format is strictly prohibited.

### University Information of Student Safety - Active Threats:

- **University Information of Student Safety - Emergency Response Recommendations:** Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. I encourage you to review this website within the first 10 days of class.

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## Student Advocacy Resources:

- For student-centered advocacy programs and services visit:  
[mcb.illinois.edu/undergrad/advising/resources](http://mcb.illinois.edu/undergrad/advising/resources).

## Student Resources/Where to go for Help:

### Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Connie Frank CARE Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Connie Frank CARE center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Connie Frank CARE Center in the Office of the Dean of Students for support and referrals to campus and/or community resources.

### Sexual Misconduct Reporting Obligation at Illinois:

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](http://wecare.illinois.edu/resources/students/#confidential).

Other information about resources and reporting is available here: [wecare.illinois.edu](http://wecare.illinois.edu).

### Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

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## ***If you are in immediate danger, call 911.***

### **Safety and Emergency:**

<a href="#">University Police Department</a>	Emergency, 9-911 Non-emergency, 217-333-8911
University Fire Department Emergency	9-911
<a href="#">Rosecrance Crisis Line</a>	217-359-4141
<a href="#">Emergency Dean</a>	300 Turner Student Services Bldg., 610 E. John St., 217-333-0050
<a href="#">Counseling Center</a>	110 Student Services Bldg., 610 E. John St., 217-333-3704
<a href="#">McKinley Health Center</a>	217-333-2700
<a href="#">McKinley Mental Health Center</a>	1109 S. Lincoln, 217-333-2705
<a href="#">Psychological Services Center</a>	3 <sup>rd</sup> Floor, 505 E. Green St., 217-333-0041
<a href="#">Local Sexual Assault Center, RACES</a>	217-384-4444
<a href="#">Women's Resources Center</a>	703 South Wright Street, 2nd Floor, 217-333-3137
Suicide and Crisis Lifeline	988
<a href="#">SafeRides</a> (free nighttime campus ride program)	217-384.8188
<a href="#">SafeWalks</a> (free walking escort service by Student Patrol 9 PM - 2:30 AM)	217-333-1216
<b>Student Services and Advocacy</b>	
<a href="#">Office of the Dean of Students</a>	300 Student Services Bldg., 610 E. John St., 217-333-0050
<b>Classroom Support, Teaching Skills, and Instructional Strategies</b>	
<a href="#">Center for Innovation in Teaching &amp; Learning (CITL)</a>	249 Armory Building, 217-333-1462
<b>Disability Services</b>	
<a href="#">Disability Resources and Educational Services (DRES)</a>	1207 S. Oak St., 217-333-1970
<b>Gender &amp; Sexuality Resource Center</b>	
<a href="#">Gender &amp; Sexuality Resource Center</a>	323 Illini Union, 1401 W. Green St., 217-244-8863
<b>Veterans Services</b>	
<a href="#">Chez Veterans Center</a>	908 Nevada Street, 217-300-3515
<b>General Study Skills Assistance</b>	
<a href="#">The Jeffries Center</a>	130 Turner Student Services Bldg., 610 E. John St, 217-333-0054
<a href="#">The Jeffries Center Tutoring &amp; Academic Services</a>	1103 W. Oregon Street Suite E, 217-333-7547
<a href="#">Writer's Workshop</a>	100b Main Library, 1408 W. Gregory Dr., 217-333-8796

**\*\*Additional academic assistance may be available through individual departments**

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## Health Resources

<a href="#">Health Education, McKinley Health Center</a>	1109 S. Lincoln Ave., 217-333-2700
<a href="#">Alcohol &amp; Other Drug Outreach Team</a>	Counseling Center, 610 E. John St., 217-333-3704
<a href="#">Sexual Health Educator</a>	McKinley Health Center, 1109 S. Lincoln Ave., 217-333-2700
<a href="#">Dial-A-Nurse, McKinley Health Center</a> (24-hour)	1109 S. Lincoln Ave., 217-333-2700
Health Resource Center, McKinley Health Center, Main Lobby	1109 S. Lincoln Ave., 217-333-6000 Monday-Friday 9:00 AM - 5:30 PM
Health Resource Center, Room 40 Illini Union,	1401 W. Green St., 217-244-5994
<a href="#">Other Campus Locations Self Care Stations (FA/SP Semesters) locations and hours</a>	Bruce Nesbitt African American Cultural Center Asian American Cultural Center La Casa Cultural Latina, Library 2 <sup>nd</sup> Floor Native American House, Main Library

## Sexual Harassment/Assault & Acts of Intolerance/Hate Crimes

[Office of the Dean of Students](#) 300 Students Services Bldg., 610 E. John St., 217-333-0050

***The Office of Diversity, Equity and Inclusion:*** [www.diversity.illinois.edu](http://www.diversity.illinois.edu)

- Discrimination & Harassment Prevention
- Title IX
- Accessibility & Accommodations
- Inclusive Illinois

## The Jeffries Center

For Fall 2024, the Jeffries Center's Tutoring and Academic Services (TAS) will continue delivering services in person with some limited online availability. The TAS offers free tutoring and academic services. Matched tutoring, online self-paced workshops and academic skills coaching are among the services featured in the TAS's Academic Services Center (ASC) located at 1103 W. Oregon, Suite E, Urbana, IL. TAS's services are designed to help students excel in college. As you have probably already noticed, college-level learning is different from what it was in high school. No matter how well you performed before attending Illinois, there is always room to hone your study skills.

- To learn more about TAS's tutoring services and to sign up for a tutor, visit <https://jeffriescenter.illinois.edu/academic-services-center/tutoring/tutoring>.
- To learn more about the self-paced workshops and to take advantage of this opportunity, visit: <https://jeffriescenter.illinois.edu/academic-services-center/tutoring/workshops>.

You are encouraged to make the most of your tutoring and workshop session(s) by:

- Requesting a tutor at the beginning of the term before tutors' work schedules are booked up.
- Come to each of your tutoring or workshop sessions prepared. Preparation includes having your textbooks, notes, and specific questions concerning the material. The more you prepare, the more you will get out of the session.

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- Tutors do not serve as a substitute for our instructional faculty. Tutors will not "lecture" or "re-teach." They will provide strategies to help you improve your approach to mastering your course content. Tutoring is not a substitute for missed classes. If you miss class, make sure you get notes from a classmate and meet with your professor during office hours.