arc|id 251 | design I: concept
School of Architecture | College of Applied Sciences and Art
Southern Illinois University Carbondale

Fall 2013 | 4 credit hours
M W F | 2:00 – 4:50 pm.
Studio | 0118

faculty: Otto | Adulsak Chanyakorn
office number: Quigley 107
office hours: T 1:00-5:00 TH and by appointment
phone number: 453 - 8319
email: achanyakorn@siu.edu

catalog description:
An architectural design studio focused on understanding the fundamental design process: Concept. This course investigates the underlying factors of complexity in architecture design via analytical drawings and physical models. Student will practice to visualize and develop architectural design process three dimensionally by employing various techniques to understand spatial design. It emphasized the deliberation inherent in architectural articulation: circulation, apertures and site. Also, understanding the connection between architecture, contexts, contents, and concept. Ultimately, this course will lay a firm foundation for students to further develop a complex architectural design process.

perquisite: passed arc122 design communication II

course objectives:

1: Develop a professional work ethic
2: Gain the ability to understand the complexity of architectural design process
3: Develop an understanding of concept in architectural design
4: Develop architectural skills such as drawing, sketching, and physical model making
5: Develop ability to make comprehensive analysis of architectural design
7: Strengthen self-motivation and enthusiasm in architecture

methodology:
An intensive precedent study of a good example of architecture of houses will be assigned to each student. This course is organized as an interactive design
studio. Hence, collaborative participation is required for all of the members in the studio to achieve quality results through analysis and making constructive criticism of your peers under supervision of the instructor.

Comprehensive thinking requires you to iteratively consider the circumstances of each precedent study through various aspects of design such as context, programs, structure, philosophy, culture, spatial arrangement as well as applying comprehensive thinking to your own design project.

During the studio period of each day, each studio member will have 15 minutes to discuss and talk to the instructor about their progress, issues and improvement of their work. Hence, completing the work before meeting with the instructor is crucial.

Desire 2 Learn will be used throughout the semester in several ways. All assignments and other handouts will be available on the site for your use. Consider it to be our storehouse of knowledge.

requirements:

studio participation
1: Every member of the studio will take an active role in ensuring its quality.

2: This studio will be run as a professional studio. You are required to be in the studio every scheduled class meeting time and to be working the entire period. You are required to be in studio on time each day. You cannot be late, leave early, run errands or schedule other appointments during studio time. The atmosphere will be professional without distracting others from working productively. You must come prepared and fully equipped each day to work diligently for the entire studio period. The studio will be kept neat and clean. You will treat everyone else in the studio with respect and dignity. For further reference, please consult the SIU School of Architecture Studio Culture Policy

3: You should come to studio with all necessary investigations complete (including having all drawings, models prior to start of any day’s class) and fully prepared to engage in a critical discussion of your work and its contributions to the larger studio investigations. All process work will contribute to your grade for the project. Failure to meet intermediate deadlines or requirements for any project will result in a loss of points on the project. Project deadlines will be scheduled, but others may be unannounced. Be prepared to present your work at any point during the course.

4: Time management is a successful key for architecture students. **You will need to keep ahead of deadlines by making regular progress on your project rather than doing last minute work. Last minute work consequently results in bad work and a bad grade.** This issue is, of course, substantially compounded if you are working outside of school during the semester. Please let your instructor know if you will be working and how many hours a week.

5: As in any professional client presentation, your work should be completely pinned up and ready to be presented no less than 20 minutes prior to the beginning of any review. Any work that is not ready to present at the beginning of the review will be considered late and will not be presented or reviewed and could result in failure of the project. Projects that are not turned in will receive a zero as a grade. See that this does not occur. Continuing to work on a project after the review has begun or after the turn-in deadline will result in a failing grade on the project.
6: Any act of plagiarism will result in automatic failure of the studio and may result in dismissal from the program per university policy on such offenses. Any reference material used in assignments must be sourced properly.

7: Directed research and readings will be assigned on an individual basis throughout the semester to support and expand the ideas and issues in your work. You are responsible for hunting down and assimilating these sources into your work in a timely way. You are also responsible for self-guided research into the topics and issues your project pushes towards. Everything will not be handed to you. You must be highly self-motivated and seek out what you need to succeed on your own.

8: Studio discussion and reviews are directed toward establishing a critical discourse of major issues and studio investigations. They are meant help you to develop your own personal design ideology, theoretical framework, design process, language, tectonic, drawing and model making skills. You are expected to contribute throughout the semester in these discussions and reviews with regards to your own project as well as those of your classmates. All criticism will be reflective, not personal.

9: At the end of the semester you will be required to turn in a digital format of your work in a DVD. The DVD will include the final presentation materials of your project, and other significant drawings that present the evolution of your project over the course of the semester. This must be a carefully designed artifact, not a haphazard stack of work. All fields must be completely organized so we know what they are (if you start that process from the beginning of the semester you will not have to rename everything at the end.) This process will help you collect all of your work that you have completed work throughout the semester, which will be significant when making your own portfolio for other purpose, and it will be used for future exhibition as well. Failure to turn in the DVD will result in at least a reduction of one letter grade of your final studio marks.

10: You will meet individually with your instructor at the end of the semester to review your process over the course of the studio and what you need to improve as your move forward in the curriculum.

11: At the end of the semester, the studio as a whole is responsible for leaving the studio in the same condition it was on day one of class. Each of you is responsible for your own workspace and possession, but all of you are responsible for the studio space. A Fee will be assessed if you fail to comply with this mandate of leaving any portion of the studio damaged or removeing anything from the studio that does not belong to you. All trash must be disposed of per college and university regulations. The design studio is the heart of the architecture school and architectural profession where you will create your work and share with others for the semester. It is a dedicated space for your use and benefit. As we all share the studio please keep it reasonably clean and be very careful with food and drinks. There is no smoking allowed in the studio; this applies to evenings and weekends. The use of spray adhesive or spray paint is not allowed in the drafting studio or the building. Just go outside to use these materials and put down a protective sheet of cardboard to protect the environment. Please take care of the furniture and respect the studio environment. You should also have a cutting matt from the Design Communication courses. All of the above is classified as destruction of university property and therefore subject to university student conduct statutes. A key will be issued for access to the studio,
which must be returned at semester’s end or your grade can be withheld. **Lock the doors if you are the last one to leave.** Learn to work positively in the studio and dynamically exchange ideas with your peers.

13: Ask questions! If you do not know something, are unsure about something, feel lost, etc., please hunt me down during studio, during office hours, or if you happen to see me in the hallway and I have a moment to chat.

**attendance:**
Attendance is mandatory during the entire scheduled class time. You are required to notify your instructor of any emergencies or other disruptions to your schedule. Grading for attendance will be as follows:
- you have **two free** unexcused absences
- after the second, each unexcused absence will result in a 5% deduction from your final grade
- after the fourth, each unexcused absence will result in a 10% deduction from your final grade
- Three tardies constitute an unexcused absence

For this class, a tardy means being late (10 minutes) to class or leaving early without permission. More than 30 minutes late is an unexcused absence. An excused absence will require a doctor’s note, police report, or other form of official documentation delivered to the instructor promptly.

**Sketchbook – Journal:**
Each student should maintain an on-going sketchbook/notebook with a continuous record of research, reading notes, thoughts, sketches, graphic representations of ideas, etc. available for review at all times. We recommend a bound (plain or grid type) sketchbook to keep project notes, addresses, field notes, diary entries, sketches and maps, etc. for the entire project. Entries can be scanned for inclusion in digital presentations. Use this journal to also record our individual in-class meetings, lecture notes, city meetings, fieldwork, and references to other research.

supplies | equipment:

1: A 3-rings binder to provide organization for the material related to this course, including class notes, handouts, field notes, sketches, photographs, etc.

2: Architectural scale

3: Drawings materials

4: Overlay paper

5: Various choice of materials for final drawings and models

Required Reading

design theories:


History:


Suggested Texts

drawing:


analysis:


**analysis:**


**website:**

Renzo Piano foundation


**Studio Breakdown:**

- **Weekly Progress**
  - work ethic
  - research
  - analysis
  - critical thinking
  - skill development
  - reading
  - development

  - Sketchbook  (checked five times throughout the term)  10%

- Midterm Review  10%

- Final submission  20%
These numbers are approximate and are subject to change over the course of the semester. Please note that the final presentation is not the only grade item of the semester. Your attendance, participation, process, and summary work will play a major role in your studio score. Please ask if you have questions regarding grading over the course of the semester. I will try to get the graded assignments back to you promptly. Do not ask when you will get a grade for a specific assignment. You will get them as soon as I finish evaluating them appropriately. Your grades will be posted on Desire 2 Learn or distributed via e-mail to ensure privacy in their delivery. If you believe you deserve a higher score on an assignment than you received, please submit in writing to me a detailed description of your reasoning and I will take it into account. In this text, you may not refer to any of your classmates work or their grades. Doing so will immediately result in dismissal of the request. No extra credit will be available in this class and no late work will be accepted without appropriate reasoning.
Grading: Within this studio, your work will be carefully examined, discussed, evaluated and graded. You should not confuse feedback or evaluation with grading. Feedback is a process of discussion in which factors that produce a result are themselves modified, corrected, and strengthened by that result. Evaluation is critique of a performance to appraise and mentor a future trajectory of intellectual growth (rational, logical, emotional, intuitive, spiritual) and professional growth including (among others listed elsewhere in this document), but not limited to:

- the degree to which your work demonstrates an understanding of and an engagement with the objective of the studio, and the degree to which it exceeds the minimum requirements,
- a willingness and ability to initiate self-directed research in support of your work,
- an ability and willingness to contribute, through your individual efforts, knowledge and understanding in the subject areas,
- timely completion of assignments,
- successful communication of your intentions to others (quality + thoroughness of presentation(s)),
- attendance,
- an ability to contribute to the overall course experience (teach, learn from, inspire, thoughtfully provoke your colleagues and your instructor).

Please note that hard work, although critical to success, does not guarantee any sort of success. The same goes for being in class everyday and turning everything in on time. The number of all-nighters you pull has no bearing on your grade. Below you will find the grading criteria that will be used in this course:

“A” Greatly Exceeds Expectations (90% or higher)
Not only fulfills the objectives of the studio syllabi and project statement, but extends them through new discoveries, and insights, beyond their stated scope. These students demonstrate a high degree of professional dedication, rigor, passion and skills of learning and exploration, open-mindedness and resourcefulness. They have developed an ability to build upon feedback from a variety of sources, and to excel with an emerging independent “voice”. Their work is rigorously thought through, well crafted, and clearly communicates the breadth and depth of their investigations. An “A” project is one that is superior in a number of dimensions.

“B” Fulfills Expectations (80% - 89%)
Meets the stated objectives of the studio syllabi and project statement, while also elaborating on the stated issues through independent investigations that lead to development in the work. These students demonstrate a medium degree of professional dedication, inquisitiveness, systematic rigor and resourcefulness. They are developing an ability to build upon feedback from a variety of sources, and are beginning to develop an independent “voice”. Their work is competently thought through, well crafted, and clearly communicates the breadth and depth of their investigations. A “B” project is one that distinguishes it from the average.

“C” Barely Meets Expectations (70% - 79%)
Minimally meets the basic requirements of the studio and project statements, without meeting the larger qualitative objective. These students demonstrate a low degree of professional dedication and require constant guidance. While demonstrating an understanding of the problem, basic design and communication skills are minimally met. Time management and breadth and depth of the student’s investigations are lacking. There is little or no evidence of
an emerging “voice”, and the ability to develop an independent direction to the work. Although reasonably well crafted, the work does not communicate inquisitiveness, systematic rigor and resourcefulness. A "C" project is one that is average and acceptable.

“D” Does Not Meet Most Expectations (60% -69%)
Deficient work does not meet many of the basic requirements and objective of the studio. The work is often fragmentary, lacking synthesis, incomplete, and thought of as simply fulfilling an assignment due on a particular day rather than an opportunity to develop as a designer. These students generally suffer from the following deficiencies: lack of professional dedication, a closed-minded attitude, lack of time management skills, lack of basic professional design and communication skills. As in any professional office, deficient work is unacceptable.

“F” Fails all expectations 59% or lower
Expected Learning Outcomes:

**Student Performance Criteria | NAAB 2014 Requirement**

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**Realm A: Critical Thinking and Representation**
- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

**Realm B: Building Practices, Technical Skills, and Knowledge**
- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.5 Structural Systems
- B.6 Environmental Systems
- B.7 Building Envelope Systems and Assemblies
- B.8 Building Materials and Assemblies
- B.9 Building Service Systems
- B.10 Financial Considerations

**Realm C: Integrated Architectural Solutions**
- C.1 Research
- C.2 Integrated Evaluations and Decision-Making Design Process
- C.3 Integrative Design

**Realm D: Professional Practice**
- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities
- D.5 Professional Conduct

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notes:

- **integrated into the course**
The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment:
- **Understanding**—The capacity to classify, compare, summarize, explain, and/or interpret information.
- **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

**II.1.1 Student Performance Criteria (SPC)**: The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion.

**Realm A: Critical Thinking and Representation.** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include:
- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

The accredited degree program must demonstrate that each graduate possesses the following:

A.1 Professional Communication Skills: **Ability** to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in
relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

**Realm B: Building Practices, Technical Skills, and Knowledge.** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include
- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately

The accredited degree program must demonstrate that each graduate possesses skills in the following areas

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B.3. Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems’ design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.
B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

**Realm C: Integrated Architectural Solutions.** Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

**Realm D: Professional Practice.** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.
The accredited degree program must demonstrate that each graduate possesses skills in the following areas:

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.
QUIGLEY HALL EMERGENCY RESPONSE PROCEDURES

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, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in 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.

Procedures: If an evacuation of Quigley Hall is required during an emergency, ALL School of Architecture students, faculty, and staff (from all three programs) are to gather ASAP after exiting in the grassed area east of the Quigley Courtyard and covered walkway area to determine if there are people unaccounted for at that particular time. There are four SoA faculty members that are part of the SIUC Quigley Hall BERT Team (Brazley, Frisch, Kidd, White, and Wojnarowski) who will be facilitating the necessary emergency procedures. There are BERT Posters located in numerous public areas throughout Quigley with Quigley Team emergency phone numbers.

Do not hesitate to call 911 if you have any sense of emergency and there isn’t a faculty or staff person available to immediately assist – 911 Staff are highly qualified and prepared professionals to make a response decision and to give you advice over the phone.

QUIGLEY HALL EMERGENCY RESPONSE MEETING AREAS

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<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Food and Nutrition</td>
<td>1</td>
<td>Woody Hall grassed area West of Quigley Main Entry</td>
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<tr>
<td>Child Development Laboratory</td>
<td>2</td>
<td>North Side Quigley beyond Fenced Area</td>
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<tr>
<td>Social Work</td>
<td>3</td>
<td>Grassed Area NE of Loading Dock and Auditorium</td>
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<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grassed Area East of Quigley Patio and the Covered Walkway</td>
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<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grassed Walkways Area beyond South Entry</td>
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<tr>
<td>General Classrooms &amp; Auditorium</td>
<td>1, 3 &amp; 4</td>
<td>Please instruct those outside faculty, students, and visitors during an emergency</td>
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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: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusivexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

http://www.inclusivexcellence.siu.edu/

WRITING CENTER

The Writing Center offers free tutoring services on campus and in math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math-tutoring/index.html

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/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

SIU ONLINE: http://online.siu.edu/