Design V: Urban Design and Community

School of Architecture | College of Applied Sciences and Arts | Southern Illinois University Carbondale
Fall 2016 | 6 Credit Hours
M W F | 1:00 – 4:50 p.m.

faculty

Rolando Gonzalez
- o: 406 Quigley
- h: TTh 8:00-12:00 (other by appointment)
- p: 453.1982
- c: 618-319-5727 (emergencies only)
- e: rgonzalez@siu.edu

catalog
description

Study of urban design and community as cultural and spatial development of human settlement patterns. All previous design course experience will be brought to bear on the architectural projects within the context of urban and community criteria.

perquisites

ARC 352 Design IV: Complexity. Restricted to major.

abstract

The State of Illinois is sadly immersed in a deep politic-economic circumstance that retains it insolvent and immobilized with few possibilities of growth, progress and, what is worse, of even run on a steady black-number base. The economic crisis of its public structure, except for Chicago area, has tens of thousands of Illinoisans in a desperate situation, especially those working for public institutions and their providers and users in general (i.e. faculty, staff, and students from public universities; workers and users of medical state health entities; private units lending services to government affiliates, etc.). Accrued corruption and administrative mismanagement, among other issues, have ended up nurturing this progressive regrettable situation. It is possible to identify several causes behind this current condition, some of them combined and some other of hard detection. But what has become clear since the beginning of the nation’s industrial development is that economic and progress distribution go hand in hand with the geographic distribution, and Illinois’ situation, unlike other U.S. States, is dramatically centralized in a single giant focal point of development named Chicago (some refer to it as Chicago State) which catches and accounts a huge proportion of production, business, investment, tourism, etc., to the direct paralysis and detriment of the rest of the State. Chicago has grown so much that today among the 22 largest State cities 13 are included within its metropolitan area, and it keeps growing every year. Most of the remaining cities are stable in population and economic trades, although some have severely declined recently, and it is clear that the most deplorable cases occur mainly among those further away from the windy city.

It is clear the need to undertake actions aimed at decentralizing and diversifying the State's economic map, which would end in a better distribution of employment, wealth, services, supplies, infrastructure and population, since over 50% of statewide population lives currently in Greater Chicago area. There are cities now that for its size, location and infrastructure could promote as important poles of development which, in the form of sustenance, collaboration, and support networks, could not only facilitate the trend of the State towards a healthier, balanced, and better distribution, but besides they could alleviate the current peak-times’ excesses on Chicago’s life (urban density, traffic and airports’ congestions, supplies’ shipping, homelessness, crime, etc.). The allocation of specific approaches for these spots would result in that some urban centers would be especially attractive for i.e. their hospital facilities; tourist attractions; higher education offer; business centers; specialized manufactures; conventions and conferences hubs; etc.

In order to stimulate this initiative, first there must be identified those cities where to locate the future focal points of economic development within the State. Then, recognizing/redrawing a basic communication network would facilitate the main State strategy. Finally, choosing the most suitable spot to be developed as second city after Chicago, this semester task will consist in creating a balanced distribution proposal of urban design for this particular location, as a matter of town organization towards its expectative of taking the helm as the second Illinoisan city. Therefore, the main studio mission is the redevelopment of an urban location to start with a decentralization process of the State. Additionally, the inclusions of another focal point of development, in this case a remote one from Chicago, will serve as the semester’s final exercise.

course

objectives*

Upon completion of this course, the student will be able to:

1. Engage architectural design through participatory dialog, observation, experience, research, and documentation in co-applicative association within complex urban design, master planning, site feasibility, neighborhood building, and community development scenarios.
2. Build on the experiences, tools, and knowledges gained from previous architectural design courses.
3. Develop abilities to make comprehensive analyses and evaluations of a variety of urban contexts.
4. Acquire an awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.
5. Develop a judicious understanding of ekistics and the particularities within varying epochs, heritages, cultures, points-of-views, approaches, and building practices at global, national, regional, and vernacular scales toward the development of distinct architectural typologies, urban fabrics, landscapes, and places.
6. Develop coherent rationales grounded within programmatic considerations and based within formal precedents and case studies employed in the conceptualization and development of architecture and urban design projects.
7. Develop an understanding of the basic principles of ecology and architects’ responsibilities with respect to environmental and resource conservation in architecture and urban design.
8. Acquire an understanding of the technological, economic, axiological, operational, and socio-cultural aspects, etc. of sustainability and equity by relating individual agency(s) within the greater environmental context at individual, communal, regional, national, systemic, and global scales.

* Refer below for expected outcomes corresponding with NAAB student performance criteria.

**Grading Criteria**

The whole semester activities, as a comprehensive project, will have associated with them a set objectives or expected behavioral outcomes. The purpose of attaching these outcomes to the projects is to make sure that a range of awareness and understandings are developed, expanded and tested. These areas of interest will form the basis for grading on it. Criteria are consistent with NAAB accreditation requirements for professional programs in architecture.

One of the ways to explain my criteria for assessing your work is by defining what I expect a grade indicates. I have done that below. In addition, I will grade your work throughout the semester so that you will have direct examples of how your work reflects my understanding of what different grades mean. In this way, over the course of the semester I will be able to communicate carefully about the quality of the work being carried out and its long term value to your professional development.

**What is an “A”**

An “A” indicates work that is exceptional, out of the ordinary, and above and beyond what was required for the project. Hard work does not always yield this. Being in class every day does not always yield this. Three “all nighters” does not always yield this. A grade of “A” means that you have carried one or more aspects of the project to an extent which makes the work superior in a number of dimensions.

**What is a “B”**

A “B” grade indicates that what you have accomplished is good. It is above average. It is more than required to satisfactorily complete the problem. Being in class every day does not always yield this. Three “all nighters” does not always yield this. Hard work does not always yield this. A grade of “B” indicates that you are going about your project in a way which distinguishes it from the average.

**What is a “C”**

A “C” means you have done everything that was expected, you came to class, worked very hard, and generated a response to the problem that was average, acceptable. It does not mean you have failed. It means you have performed in a satisfactory way. Doing a project, working hard does not carry with it the guarantee of satisfactory results. I will not tell you something is satisfactory if it is not. I will not inflate your results, nor will I deflate them. I will give you, to the very best of my ability, an honest, professional evaluation of your work in the context in which it is done.

**What is a “D” or an “F”**

These grades indicate a substantial lack of understanding and achievement. Answer the following Questions:
1. Can I work very hard and still attain one of these grades?
2. Can I work three days straight, not sleeping; not working, not attending to personal needs and still attain one of these grades?
3. Can I be in class every day and still attain one of these grades?
4. Can I complete each project requirement and still attain one of these grades?

If you answer “No” to any of these questions you do not understand the grading policy.

**PLEASE NOTE:** Late projects will not be accepted. Students who do not officially withdraw from the course before the drop deadline will receive a grade based upon their semester average, which will include a zero for tasks assigned and not turned in and graded. Be aware that continual non-attendance of a course does not automatically drop you from the class list. If there is any issue you should communicate to your professor on this matter do it as soon as possible.
Keep the studio neat and clean, it is not only your work place but (especially) your classmates’. Treat people with respect and dignity. When you have concerns about something or someone talk first to the person associated with the concern, knowing that I will be available to intervene whenever is needed. Be professional. Do not abuse the studio space, it is substandard in almost every dimension, and doing anything to make it more so is counter-productive and unprofessional.

This semester in ARC 451 we will be working in a directed way, a way that should put you in touch with how it is that you design something. It is the professor’s goal to have you demonstrate to him, and to each other in class, that there are always manifold methods available in addressing design approaches and the value may come through integrating and manipulating these approaches to achieve the project’s goals. There is one generic approach that will overlay all of what we will be looking at during the semester. This approach is called the Problem Identification Approach. It has to do with simply understanding what problem it is that you are trying to solve, and being able to clearly state that problem at the outset, or in the early stages, of the design process.

We will be writing a good deal in this course. The writing will entail the development of ideas, rationale, and approaches to the problems that we are addressing. It is the responsibility of every student to keep on track of their own clear and ordered writing. This will consist on bringing together aspects and characteristics regarding the components of the project into a readily communicable set of ideas and is to be done in your sketchbook together with all kind of schemes, sketches and any stuff that goes along with your design process. Professor-student communication depends greatly on this writings. In all these areas the primary goal is going to be for you to generate decisions. At the end, the key problem in any design process is the ability of the designer to generate conclusions about a design problem. All our efforts will be geared towards allowing you to generate conclusions to design questions in the most efficient manner.

You will be asked to address specific issues regarding problems and solutions. In general, these requirements are structured in a way to put you in touch with the design processes that are used in configuring space. As said, the purpose of writing and sketching is to help clarify design problems, but this also allows you to investigate thoroughly the issues that surround them, what opportunities lie within them, and how you can unlock answers that make intellectual and three dimensional senses. In this school we are in search of general principles of design, as you should be, and we want each student to develop, over the course of the semester and the major, both specific solutions to issues and generic understanding of how and when these issues may occur in other design settings. In other words, we would like to help you develop specific solutions to particular design problems, this in itself is a good thing, but even better is to help you discover timeless design principles that are useful over your professional life. These activities, when properly constructed, are mutually reinforcing and of immense long term value.

Information is an indispensable component in our designing process. For example, the stair in an elementary school is a much different problem that a fire stair in an apartment building or a grand stair in a ballroom. Each place that a stair occurs requires an understanding of the problem’s particular situations. Likewise, the entrance to a building is different than the entrance to a city, yet both have enough similarity to be called entrances. Particular situations in part drive and define the scale. Scale is another important theme; it defines a complete different universe of action and its complexity level increases as it gets larger and more combined circumstances.

Cities are not new, as a matter of fact they have existed as much as humans, but as a research and design topic it has a shallow background. For years, and coming from the renaissance period, urban decisions were mainly attended by architects all around in European cities. Again, the scale and lifestyle for those years made those disciplines very connected. Therefore, Urban Design is a new discipline; it formally started back in the middle of 20th century when the University of Pennsylvania created the Civic Design Program in 1957, and a little later Harvard introduced its Urban Design Program in 1960. An urban context must be considered functionally, environmentally, culturally, climatically, technically, and in some other ways that could significantly influence the life of its inhabitants. Particularly in this semester you are expected to demonstrate how an urban zone could be addressed as a design problem and how one can reach enough knowledge bases to recognize specific design and decision-taking capacities. This is the first and only approach to urban issues on your undergraduate program and you have a good opportunity to learn by creating outstanding urban design solutions.

For our research approach, this semester we will start with a quick assignment by groups, previous to our Field Trip and with intention of taking the best of it. It will be followed by Assignment 2, by the same groups, which will be intended to collect the basic information we will need for our design process. Assignment 3 will also be a theoretical task, done by 2-member groups, for you will have to read the two text books assigned for this class. All these commissions will put you in position ready for our main assignment, which will be our Urban Design product.

Be aware that all three research assignments (1 to 3) need special interest on exploration with the compromise on getting
relevant, complete, accurate and clear information, for subsequently your own conclusions and appropriate writing is expected. All groups will be presenting the results on either PDF or Power Point presentations in class and upload them on our Desire2Learn site according to our calendar due dates. Yes, all these tasks take part of your grading.

Part Two: The Problem

The problem statement for our design purpose will be a concise description of what the problem is. For example, if you are asked to design a staircase, you must tell one aspect of the problem the staircase addresses. It clearly would address the need to change elevation. The question becomes then, is this the only issue that a staircase addresses? What about the need to make the upward or downward movement pleasant, the need for light on the stairs, and the acoustical considerations that must be balanced in designing a stair? And the need to make the transition an interesting one, and safe? Or the privacy that is created by a level difference? There are many problems that a stair addresses and in some ways we are talking about the very essence of what design is. For our urban drives, the specific definition of the location where you will be working at will facilitate your design approaches. You must always remember that a good problem understanding is half part of its solution.

Part Three: The Solution

On Assignments 4 and 5 you will be asked to generate a solution (proposal) to a problem after this is clearly defined. The solutions will be developed in writing and sketching first, and will address the specific issues that you have discovered in the context analysis (A2) as you understand them. This must occur before the specific solution is developed, it is the concept you are working with, and will be used as a measuring stick to assess the quality of your work. This exercise should demonstrate to you that there is a great deal of information about urban design which is reusable, and can be catalogued and kept for your future use. Urban designing goes much beyond drawing, it means thinking, imagining, sketching, discussing, configuring and reconfiguring (analysis). Then, simplifying as much as you can (synthesis): the simpler the better. And beauty comes by itself, as Bucky Fuller said:

“When I’m working on a problem, I never think about beauty.
But when I’ve finished, if the solution is not beautiful I know it’s wrong”

RICHARD BUCKMINSTER FULLER

NAAB criteria

Through the semester we will be following NAAB’s Student Performance Criteria (SPC). This endorsement organization 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.


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.

**studio breakdown**

| (A-1) | 5% |
| (A-2) | 10% |
| (A-3) | 20% |
| (A-4) | 50% (15% midterm grade + 35% final grade) |
| (A-5) | 15% |

Please note that final presentations (which make up only a portion of the design problems) are not the only graded items 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 grades 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 Desire2Learn 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.

**plagiarism and student conduct codes**

Any act of plagiarism will result in automatic failure of the class and may result in dismissal from the program per university policy on such offenses. Any reference material used in assignments must be sourced properly. It is each student’s responsibility to know and comply with the SIUC Student Conduct Code and the policies in the Architecture Student Handbook.

**accommodation**

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with Disability Support Services (DSS) to help us determine appropriate academic accommodations.

DSS (phone 618.453.5738; http://disabilityservices.siu.edu/) typically recommends accommodations through a verification form provided to the student. Any information you provide is private and confidential and will be treated as such.
<table>
<thead>
<tr>
<th>Week</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project 1 Starts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Site Models</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>FALL BREAK</td>
<td></td>
<td></td>
<td>A4 Mid-Term Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>10</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>11</td>
<td>30</td>
<td>31</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>A4 Booklet Due</td>
<td></td>
<td></td>
<td>A4 Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Project 2 Starts</td>
<td></td>
<td></td>
<td>Veterans’ day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>14</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>THANKSGIVING BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Semester work Blog Due</td>
<td></td>
<td></td>
<td></td>
<td>A5 Poster Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>A5 Final Presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>FINALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 in Quigley Hall and elsewhere on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines 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.

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, Studek, and Swenson) 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 – There 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

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Nutrition</td>
<td>1</td>
<td>Woody Hall grassed area West of Quigley Main Entry</td>
</tr>
<tr>
<td>Child Development Laboratory</td>
<td>2</td>
<td>North Side Quigley beyond Fenced Area</td>
</tr>
<tr>
<td>Social Work</td>
<td>3</td>
<td>Grassed Area NE of Loading Dock and Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grassed Area East of Quigley Patio and the Covered Walkway</td>
</tr>
<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grassed Walkways Area beyond South Entry</td>
</tr>
<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>
</tr>
</tbody>
</table>

Librarian and library support

Your librarian, Sarah Prindle, is your lifetime for research assistance and development. Her office hours are Mondays 2:00-5:00pm at the Morris Library Information Desk, and Fridays 10:00am-1:00pm in her office (Morris Library 260C). You can contact her anytime with questions or for an appointment at sprindle@lib.siu.edu or 618-453-1249.