ID 331: HISTORY OF INTERIOR DESIGN
Southern Illinois University, Carbondale

FALL 2015 SYLLABUS

Instructor Information
Ms. Laura Morthland, Associate Professor

Office Address: Quigley Hall, 131E
Internet Address: laurab@siu.edu
Direct Office Phone: 453-3717
SoA Office Phone: 453-3734
Office Mailbox: Located in the SoA office of the 4th Floor of Quigley Hall
Fall Office Hours: T,W,F: 9:00 – 11:00 am

Contacting Me: My direct office phone is not formatted with an answering system so if you need to leave me a message please call the SoA office phone and leave a message for me with the receptionist. You may also contact me via e-mail. I check my e-mail with a fair amount of regularity; however, in the evening hours I may not have the opportunity and it may be the next day before I am able to answer your question or respond to any class related issues.

Course Content
Although most course content will be provided in hard copy format, copies of all course documents and access to all referenced course materials (PDF examples, special readings, active Word and/or Excel files, etc.) will be available on the course D2L web site. Additionally, the instructor may require some assigned work to be submitted digitally to the course “drop box” on D2L.

Course Description
This class is a fast paced, lecture based, overview of the design achievements for many of the world’s major civilizations and cultures. The focus is on interior elements (layout, finishes, color, furnishings, artwork, etc) and how the peoples of each civilization/culture utilized these elements in the design of their interior environments. Particular emphasis will be on the interior design of dwelling spaces (A.K.A. residential design) throughout history. We will examine historical design through the lens of critical influences such as: climate, geography, resources, religion, government, economics, etc. We will also focus attention on the influence and use of historical styles in contemporary design.

Prerequisites for this course include: ARC232, HIST 101a and b and major in interior design or architectural studies or consent of school director.

Objectives
Upon completion of this course, the student will:
1. Be able to identify historical interiors, furnishings, and decorative arts from antiquity to the present.
2. Be able to describe aesthetic, philosophical, psychological, socio-economic, and environmental influences on historical interiors and their furnishings and decorative arts.
3. Effectively verbalize, in interior design language, the elements of historical interiors and their furnishings and decorative arts.
4. Understand the relationship of stylistic development to its cultural context.
5. Perceive the development of historical styles as a continuum based on identifiable historical, social, technological, and environmental influences.
6. Have experience in critique of the design quality for interiors, their furnishings and decorative arts, in terms of historical context and contemporary application.

Meeting Times
This class will meet three times weekly, Monday, Wednesday, and Friday from 12:00 pm to 12:50 p.m.
GENERAL STRUCTURE

For this course you will be required to do a fair amount of prep reading prior to lecture as well as note taking on both verbal and visual information during the class. The basic requirements for all students enrolled in ID 331 will be four tests, a final exam, and a semester long research project which will result in a written article.

Additionally, most class periods will conclude with a “Fast Forward” piece that the instructor has compiled in order to connect historic and contemporary design aspects. You are being asked to select five (5) of these pieces throughout the term and respond to them in short essay form. These short essay responses will ask for your assessment of a selected contemporary interior design (or related design element such as furniture, textiles, etc) based on that day’s historical content. These response essays are due in hard copy form at the beginning of the next class period. You may opt to replace one (1) low grade essay with a sixth essay during the term.

Each essay is worth a maximum of 10 points (See GRADING & EVALUATION section for additional details).

Textbook Required


Course Outline Required


Suggested Text


Instructor Reference Texts (In addition to the main text)


ATTENDANCE POLICY

Attendance is expected in lecture. If you miss a class it is your responsibility to acquire the information given in lecture and demonstration from another student. The instructor will not deliver the lecture or demonstration twice. You are allowed to miss THREE classes each term without grade impact. The instructor will not ask for reason or documentation for the first three absences and you may not “post excuse” the absence…so use absences with caution and only if needed! After missing three classes, each additional class will result in a reduction of 5% points from your final grade.

If you miss more than three classes in succession (equivalent of one week) for a valid reason, such as a serious illness, death in the immediate family, or other dire circumstances (i.e. jury duty) please discuss the situation with the instructor immediately. The instructor reserves the right to request documentation to support the absence. It will remain the discretion of the instructor to determine if the student will be provided the opportunity to make-up exams or submit assignments that may have been due during the absence period.

Important Note

If illness, an emergency, or a field trip prevents you from taking the tests or final exam, you must notify the instructor before the test or exam or as soon after as possible. Your course grade will be determined entirely by the remaining work, if possible. There will be no regularly scheduled make-ups for the tests or the final exam.

GRADING & EVALUATIONS

This is a reading and writing intensive course. If you think you need an accommodation for a disability, please let me know as soon as possible. The first week of classes is recommended for optimal outcome. Some aspects of this course, the research, the tests, and the way the course is usually taught may need to be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with Disability Support Services (DSS) to help us determine appropriate academic accommodations. DSS (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>Course Criteria by Point Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1</td>
</tr>
<tr>
<td>Test #2</td>
</tr>
<tr>
<td>Test #3</td>
</tr>
<tr>
<td>Test #4</td>
</tr>
<tr>
<td>Final Exam</td>
</tr>
<tr>
<td><strong>Test Sub Total</strong></td>
</tr>
<tr>
<td>Research Process</td>
</tr>
<tr>
<td>Readings Questions</td>
</tr>
<tr>
<td>Phase 1 Draft Submittal</td>
</tr>
<tr>
<td>Phase 2 Draft Submittal</td>
</tr>
<tr>
<td>Phase 1-3 Final Submittal</td>
</tr>
<tr>
<td>Research Article</td>
</tr>
<tr>
<td>Article Draft 1</td>
</tr>
<tr>
<td>Article Draft 2</td>
</tr>
<tr>
<td>Final Article Submittal</td>
</tr>
<tr>
<td><strong>Research Sub Total</strong></td>
</tr>
</tbody>
</table>
| Fast Forward Essays            | 10 pts ea | (5 req. per term, 1 replacement essay allowed)
| **Fast Forward Sub Total**     | 50 pts  |
| **TOTAL**                      | 450 pts |
**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

**Grade Contests**

If the student wishes to contest a grade the instructor must be contacted during noted office hours within **one week** of the date that the assignment/test/exam was returned/discussed in class. If it is determined by the instructor that the grade warrants modification, the grade will be updated.

**Late Work**

Course work that is late will be deducted 5 points each day until the item is turned in. The first 5 point deduction happens the DAY the item is due. If course work is handed in late for a valid reason such as a serious illness, death in the immediate family, or other dire circumstances (i.e. jury duty) please make an appointment to discuss the situation with the instructor immediately. The instructor reserves the right to request documentation to support the late hand in. It will remain the discretion of the instructor to determine the amount of deduction. **NOTE: No regularly assigned course work will be accepted (unless under dire circumstances) after 12/11/14 per university policy.**

**Tests & Exam**

The tests will consist of image identification (fill in the blank), vocabulary definitions (matching), and one short identification essay (selected from a list of 3 items). The final exam will cover material related to all material presented after Test 4 (Week 11 approx) unless students are advised otherwise. The exam will consist of image identification (fill in the blank), vocabulary definitions (matching) and three short essays (selected from a list of 4 or 5 items).

**Grading Rubric - Fast Forward Essay**

- **++** Perfect Score
  
  Essay showed an exemplary depth of thought in connecting the contemporary interior design (or interior element) with the information presented in the day’s lecture.

- **+** A
  
  Essay showed a depth of thought in connecting the contemporary interior design (or interior element) with the information presented in the day’s lecture.

- **B**
  
  Essay showed a basic level thought in connecting the contemporary interior design (or interior element) with the information presented in the day’s lecture.

- **C**
  
  Essay showed a minimum of thought (or some incorrect information) in connecting the contemporary interior design (or interior element) with the information presented in the day’s lecture.

- **-** D
  
  Essay had minimal thought and minimal responses (or significantly incorrect information) connecting the contemporary interior design (or interior element) with the information presented in the day’s lecture.

- **/** F
  
  Essay had minimal thought and minimal responses (or grossly incorrect information) connecting the contemporary interior design (or interior element) with the information presented in the day’s lecture.
### Grading Rubric – Research Submittals + Article Drafts

- **Perfect (++)**
  - Meets all required components, layout of the final product is exemplary and shows an exemplary depth of thought related to research/content.

- **A (+)**
  - Has many to all required components, layout of the final product is highly professional and shows thought related to research/content.

- **B (✓)**
  - Has most required components, layout is largely professional and shows some thought related to research/content.

- **C (✓-)**
  - Has some required components, layout is somewhat professional and shows basic depth of thought related to research/content.

- **D (-)**
  - Has minimal required components, layout is not professional and shows minimal depth of thought related to research/content.

- **F (/)**
  - Has minimal to no required components, layout is poorly completed/compiled and shows minimal to no depth of thought related to research/content.

### Grading Rubric – Written Article Final Submission

**EVALUATION CRITERIA:**

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>WORTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>10</td>
</tr>
<tr>
<td>- Contains a clear purpose, engages the reader, focus attention on the main thesis</td>
<td></td>
</tr>
<tr>
<td>2. Support of the Main Idea</td>
<td>20</td>
</tr>
<tr>
<td>- The body content of the article contains clearly defined main points that are well supported with examples and evidence; the information builds the argument for the main thesis</td>
<td></td>
</tr>
<tr>
<td>3. Conclusion</td>
<td>10</td>
</tr>
<tr>
<td>- The conclusion provides an effective connection between all elements of the article and ties back to the main thesis; the reader is given a clear sense of completion.</td>
<td></td>
</tr>
<tr>
<td>4. Graphic Style</td>
<td>10</td>
</tr>
<tr>
<td>- The article contains diagrams, graphic tables and images that enhance the overall understanding of the main ideas being presented. The presentation is visually compelling; including drawing views that enhance the understanding of the research and entice the viewer to read/learn more. Graphic tables and images are high quality and include no dark or pixilated zones.</td>
<td></td>
</tr>
<tr>
<td>5. Writing Style + Format</td>
<td>15</td>
</tr>
<tr>
<td>- The article contains sentences that are well structured grammatically and provide strong links between sources of information. The article includes a variety of sentence lengths which provide interest and pace. The overall tone of the paper is appropriate for the purpose, topic, and intended reader. Basic formatting requirements (per the research assignment) have been met; spelling or typographical errors are minimal and do not subtract significantly from the professional quality of the article.</td>
<td></td>
</tr>
<tr>
<td>6. Documentation*</td>
<td>15</td>
</tr>
<tr>
<td>- References (in text and in the final References section) meet the assigned requirements for number, documentation style, location, etc; Graphic tables and images are referenced per the requirements.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE**

- Articles which receive a score of 10% or lower for ‘similarity’ on turnitin.com will be in the good – acceptable margin for citations.
- Articles which receive a score of 10% - 40% for ‘similarity’ on turnitin.com will be in the acceptable – questionable margin for citations and are subject to a 5 to 10 point deduction.
- Articles which receive a score of 40% or higher for ‘similarity’ on turnitin.com will be considered plagiarized and are subject to a failing grade.

**TOTAL**

80 pts.
Example Test Questions

Vocabulary (Matching)

1. Intarsia
2. Ormolu
3. Palazzo

A. An Italian type of wood inlay often used for the carvings of choir stalls.
B. A low furniture support that has a straight corner edge and curved inner edges.
C. Gilded bronze, brass, or copper, often used for mounts on furniture. From the word *moulu*, meaning “ground gold.”
D. Italian term for a palace or important town house.

Fill in the Blank
Please identify: A) The **period** for the residential plans shown below, B) **One key element of layout** typically associated with homes of the **period**. (.05 pt each part)

![Residential Plans]

Short Essay (4 pts)
The English Neoclassical period featured several key furniture designers of significance. The design work of these men was influential not only in England, but also in Early American furnishings as well. Discuss the work of **two (2)** of the four featured Neoclassical furniture designers discussed in lecture. Provide at least **two (2)** specific examples of the stylistic focus for this designer.
Example ‘Fast Forward Essay’ Response

ID 331: HISTORY OF INTERIOR DESIGN
Southern Illinois University, Carbondale

FAST FORWARD ESSAY QUESTION

Compare and contrast the layout and design (materials, use of light, color, furniture, etc) of the featured home with today’s lecture on Ancient Egyptian design.

Compare:

As in the interior layout of an Ancient Egyptian home, this Omani home also has reception rooms, which are similarly laid out in an axial plan. Another common feature (especially notable in the master bedroom of the Omani residence) is the use of simplistic furnishings. The only furnishings present are those that are necessary, such as chairs to sit, a table for eating, and a bed. Another strong similarity between the two styles is the porch at the Omani house. It looks equivalent to what might have been present on the roof tops of an Ancient Egyptian home. In this example, the roof top porch would’ve been a highly efficient use of space; at the house in Oman, the porch is an extension off of the master bedroom.

Contrast:

The majority of the rooms in an Ancient Egyptian home would’ve been small and compact. However, in the Omani home, the rooms are large and spacious. There is no compact feeling present within the interior. In Egypt, the walls and interior of a residence would be very colorful and full of vivid artwork. Egyptians used their walls and art as a means of communication; it was both aesthetic and functional. However, in Oman, the featured home is very bland as far as coloring is concerned. All of the walls are white; the house looks ‘white-washed’ as the article describes. Another difference between the two styles of home is the placement and layout of windows. In Egypt, there would be few windows; and the windows that were present in the home would usually have been on the second story. Additionally, those windows would’ve been partially covered/screened as to not let in too much of the bright Egyptian sun. However, in the home in Oman, there are several large windows throughout the home. The windows allow the light to stream into the home brightly illuminating the interior.
Sample ‘Fast Forward’ Form
(Download the active file on course D2L web site)

ID 331: HISTORY OF INTERIOR DESIGN
Southern Illinois University, Carbondale

School of Architecture
Program of Interior Design

Name: ___________________________ Date: ___________________________

FAST FORWARD ESSAY QUESTION:
Please type the essay question in this location for reader reference.

RESPONSE:
After the first day of class make sure to download this word document from the D2L course web site. Please type your essay responses on this form and submit a hard copy to the instructor each class period. Remember, this essay serves as both participation and proof of class attendance. Make sure to have a hard copy printed and ready to hand in at the beginning of each class period.
**Academic Dishonesty**

The SIUC Conduct Code will be followed **at all times** in this course. For clarification of the SIUC Conduct Code visit [http://www.siuc.edu/~policies/policies/conduct.html](http://www.siuc.edu/~policies/policies/conduct.html)

**Note**

*All major courses must be completed with a grade of ‘D’ or better. 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 all missed assignments. It is important to note that continual non-attendance of a course does not automatically drop a student from enrollment in the course.*

**COUNCIL FOR INTERIOR DESIGN ACCREDITATION (CIDA)**

PROFESSIONAL STANDARDS 2011; STUDENT LEARNING EXPECTATIONS

There are thirteen standards that apply to Student Learning Expectations. In order to be accredited, an interior design program must comply or partially comply with all these standards as well as three additional standards relating to program mission, goals, curriculum, and administration.

If the program achieves the standard statement, the program is in compliance. If program achievement of student learning and program expectations is near the required level, but weaknesses were identified, then the program will be in partial compliance. The program will be required to report progress toward improving these areas. An interim on-site review may be required to evaluate progress.

Student learning expectations are identified by three levels of learning:

- **Awareness** – familiarity with specified data and information that is demonstrated in student work.
- **Understand/Understanding** – a thorough comprehension of concepts and their interrelationships.
- **Apply/Ability/Able** – competent entry-level skills that must be demonstrated in completed student work.

Student work is broadly defined to include all tangible work produced by students such as projects, research papers, completed exams, class exercises, recorded presentations, etc.

This course demonstrates student performance that meets the following CIDA accreditation criteria either in whole or in part:

**STANDARD 6. COMMUNICATION**

b) express ideas clearly in oral and written communication.

**STANDARD 8. HISTORY**

a) Students **understand** the social, political, and physical influences affecting historical changes in design of the built environment.

b) movements and periods in interior design and furniture.

d) stylistic movements and periods of art.

e) Students **apply** historical precedent to inform design solutions.
Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:

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

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

**Students With a Disability:**

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

**Tornado:**

During the spring semester we have a **Storm Drill.**

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

**Fire:**

During the fall semester we have a **Fire Drill.**

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

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

**Bomb Threat:**

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

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

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

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

Earthquake:

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

Rave Mobile Safety Alert System:

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to hrss.siu.edu (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/First Aid Classes:

If you would be interested in getting your name on a list for a free four hr. CPR or First Aid class contact LaVon Donley-Cornett at lavong@siu.edu.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information, contact Officer Russell Thomas russellt@dps.siu.edu.
IMPORTANT DATES *
Semester Class Begins: ................................. 08/24/2015
Last day to add a class (without instructor permission): 08/30/2015
Last day to withdraw completely and receive a 100% refund: 09/06/2015
Last day to drop a course using SalukiNet: ................................. 11/01/2015
Last day to drop a course with no record of enrollment: ................................. 11/01/2015
Final exams: ........................................... 12/14-12/18/2015
Note: For outreach, internships, and other course drop/add dates, visit Registrar’s Academic website: http://registrar.siu.edu

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/05-10/13/2015
Veteran’s Day Holiday 11/11/2015
Thanksgiving Holiday 11/25-11/29/2015

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY – Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed by the end of the semester following the term in which the course was taken, or by graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of “F” and the grade will be included in the student’s grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and counted toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies are different from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

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

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/ap/about

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 university community. For Information on Saluki Cares: (618) 453-5714, or salukicares@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 you to become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (Bert) programs. Please reference the Building Emergency Response Protocols for Salukis 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 sub-cultures, 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 as an essential preparation for any career. For more information please visit http://www.inclusiveexcellence.siu.edu/

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

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

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

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/sp/home/displaylogin
ADVICEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

Fall 2015 R.O’Toole
MEMO

Date: _____________

To: Ms. Laura Morthland

From: ____________________________________________________________

Subject: Interior Design 331 Syllabus, Fall 2015

I have read the course syllabus and reviewed the attached research assignment overview. I understand the requirements of the class. I have paid particular attention to the absence policy, grading policy and scale, as well as the basic descriptions of all tests, exams, and the semester research project. I understand that I am fully responsible for meeting the requirements as stated in the course syllabus.

________________________________________________________________________

Signed and Dated