:: Course Description ::

Completion of complex design projects in varied environmental settings. Rapidly paced projects designed to provide the maximum exposure to complex architectural typologies. We will analyze facility program, site and client to inform manipulation of complex patterns. This semester we will explore “house” in a very broad interpretation.

Prerequisites: ARC 351, 381 and major in architectural studies or consent of school director.

:: Meeting Location and Time ::

Room 304  Sec 001: MWF  8:00 – 11:50 AM
:: Course Objectives ::

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

1. Learn architectural design by experiencing a series of appropriately complex architectural projects.
2. Obtain the ability to make a comprehensive analysis and evaluation of a building, building complex or urban space.
3. Apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components.
4. Acquire an understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.
5. Reinforce the issues of sustainable design, as one aspect of the design of complex architectural typologies, through repeated application of the principles.
6. Acquire an ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team.

:: Topical Outline ::

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<td>I. Program Development</td>
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<td>B. Analysis</td>
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<td>II. Site Analysis</td>
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<td>A. Data collection</td>
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<td>1. Information organization</td>
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<td>B. Communication of concept</td>
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<td>IV. Concept Development</td>
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<td>A. Concept realization</td>
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<td>B. Design process</td>
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<td>C. Communication of design</td>
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<td>A. Development process</td>
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<td>B. Communication process</td>
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:: Educational Philosophy ::

I assume that you are at this university to acquire and mature the life-long self-discipline that is referred to as “education.” I personally think that education is composed of two very integrated components – acquiring knowledge and acquiring skills. I believe true education involves the ability to think and the ability to do. There are skills that are necessary to acquire knowledge, and there is knowledge required in order to acquire skills – so they are not separable. Besides this, it may be useless to know how to do something without the discernment to know what is appropriate to do, and likewise, to know what needs to be done without having the ability to take action. Thinking enriches configuration, and doing enables implementation! Education results in informed action.

I feel design is creative decision-making – ranging from the decision to pursue a physical solution to an opportunity in the first place to the decision to conduct post-occupancy evaluations of the finished construction. The tens of thousands of decisions that must be made require a creative decision-making process within which to make those decisions in an effective way. Knowledge informs that process, and skills enable that process. It’s that simple!

In this studio, I will serve as a motivator and encourager to the education process in which you yourself must desire to participate. I adhere to Amy Freeman Lee’s suggestion that “to make things easy, per se, especially for students, to render false praise, and to lower standards, permit people to wallow in their own mediocrity and prevent them from realizing their maximum potential.”¹ I will encourage you to become knowledgeable and skillful, responsive to context, confident without arrogance, an effective communicator & collaborator, self-critical & contemplative, compassionate and a pursuer of excellence. In other words, a Designer!

¹ Excerpt from the late Amy Freeman Lee’s adaptation of her keynote address to the Texas Society of Architects’ 39th Annual Meeting in San Antonio, published in the January/February 1979 Issue of Texas Architect.

:: Methodology ::

This is a studio design course. However, lectures may be given at any time during the studio period for the clarification of studio assignments, for demonstration of techniques, and for the presentation of information, concepts, ideas, questions, etc.

Each student is expected to arrive on time and to be prepared to work, to present or to review their project progress at any time during the scheduled studio period.

Each student is expected to keep a comprehensive journal/sketch book of their design research, thoughts, ideas and sketches for the semester. Your Journal/Sketch Book will serve as the starting point for all desk reviews of your projects, and will be used to assess progress on the design at any point in time, so it should accompany the student at all times. The format of this journal is up to the individual student, but it must be orderly and bound in some fashion. Sketches from this journal will likely be used for final design presentations.

Each student is expected to participate actively in each session by asking and answering questions, by exploring solutions and by discussing notes, concepts and ideas in an informal manner. Advance preparation is expected for each studio session.

Studio will be used for design work, for design crits, for discussions and presentations – everyone is expected to be in studio working the entire period. Please have all materials and supplies at your desk for critiques, review, and work.

Because very little design is actually produced by a single person, we will learn to seek and accept other people’s input and help for the refinement of our designs. There will be team assignments as part of the overall design process.
:: Textbooks ::

There is no required textbook for this course, although all students will be expected to read any
handouts/readings provided by the professor or other research groups in the studio.

:: Supplies/Equipment ::

The student is responsible for providing all supplies required to complete this course in a professional
manner. Anticipate that projects this semester could require $100-150, and adjust your budget
accordingly. Everyone should become aware of the various suppliers (local, St. Louis, internet) and
their associated costs, and should share this information with the studio.

:: Studio Space ::

This studio is our professional “home” and should be treated with respect. If you make a mess, clean it
up. Although the studio time should be fun, there is no excuse for disrespect or vulgarity – everyone
should act and be treated professionally. Do not mess with other student’s work. Do not take things
that are not yours. Do not be emailing, texting or tweeting during studio, lectures or
presentations. There is no reason to have your phone out during studio. Music is by headphones
only, and only during general studio work times. Volume should be such that you can hear general
comments that the professor may make without being specially notified. Complete respect for the
other Professors and studios we share this space with is expected!

It is school policy that spray paint can not be used on campus unless used in an approved, properly
ventilated spray booth.

Everyone who would like a key to the studio will be issued one – these are State property, and must
be returned at the end of the semester in order to receive your final grade in this class. Lost or stolen
keys will cost you $10 each. Security of the studio space can not be guaranteed, so secure all
personal items at all times.

Lock up the studio and turn out the lights if you are the last one out.

Please refer to the SIUC SOA Studio Culture Policy for a description the fundamental properties and
expectations of the studio setting.

:: Attendance & Special Concerns ::

Attendance is required in the design studio. An excused absence, as defined in the university's
guidelines and with prior notification to the instructor of absence, may be accepted. More than 3
unexcused absences will result in a letter grade drop in your FINAL grade. If you are late to
studio or leave studio early 3 times it will be recorded as one unexcused absence. Remember that the
class continues, that the student is expected to keep up with current class work, and that the student is
responsible for gathering the information to catch back up with the class.

For extended illnesses, it is the student’s responsibility to initiate conversation with the instructor to
determine an appropriate course of action. IF ANY REASON exists which may prevent you from giving
your full and undivided attention to the successful completion of this class you MUST advise your
faculty immediately. If there is any problem or concern that you have which might impact your
performance in the class, please inform the instructor the first week of class. It is essential that you
keep me informed of circumstances that may arise during the semester that impact your performance
in studio.
:: Grading Policy ::

Projects are due on the hour and date specified for submittal or presentation. Late projects will be considered for evaluation only with prior approval by the instructor and will be evaluated based on the circumstances causing its delay.

Evaluation:

Your evaluation in this class will be based on three design projects and class participation in the following proportion:

| Project 1: Two and ½ Weeks | 15% |
| Project 2: Four and ½ Weeks | 30% |
| Project 3: Six and ½ Weeks | 45% |

Class Attendance and Participation: 10%

100%

Grading Scale:

90 - 100 A Extremely Outstanding work exceeding all requirements & expectations and exhibiting unusual ability and exploration;

80 - 89 B Outstanding work that exceeds program requirements in significant ways and exhibits enthusiasm and initiative;

70 - 79 C Very good work that meets all program requirements & expectations in a comprehensive & professional manner;

60 - 69 D Work that falls short of program requirements in significant areas and that reveals performance below course level expectations;

59 or less F Work that falls well short of requirements and expectations and indicates need for remedial instruction;

INC- Incomplete will be used only in exceptional circumstances that are beyond the control of the student. The student must be passing the course.

Grading Rubric – Projects:

Generally, each Project will be assessed on a 100 point scale:

| Completeness | 10 points |
| Design Process | 20 points |
| Design Solution | 50 points |
| Presentation Quality (Model & Drawings) | 20 points |

Evaluation will be taking place throughout the duration of each project, not just at the final presentation, so it is critical that you remain focused on doing your best work every day.
PART Two (II): SECTION 1- STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

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.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC) assigned to this course:

**11.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

**Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context
- Recognizing the disparate needs of client, community, and society.

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.

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A5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

A7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

A10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design

B1. Pre-Design: *Ability to* prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B2. Accessibility: *Ability to* design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

B3. Sustainability: *Ability to* design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B4. Site Design: *Ability to* respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

B5. Life Safety: *Ability to* apply the basic principles of life-safety systems with an emphasis on egress.

B11. Building Service Systems: *Understanding of* the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

**Realm C: Leadership and Practice:** Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C3. Client Role in Architecture: *Understanding of* the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
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.si.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 sincare@siu.edu, http://salukicare.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 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 offer free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

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/com/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

Spring 2015 R.O.'Reurks
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.
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<td>FINALS WEEK</td>
<td>16</td>
<td>17</td>
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