SYLLABUS

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: Monday, Wednesday & Thursday 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 will require 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: ARC/ID 232, 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 – 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 open book study tests, mid-term exam, 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 to the D2L drop box by 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

Morthland, L.M. (2016) – Cost $22; Available at The Printing Plant 608 S. Illinois Avenue, Carbondale, IL 62901 Ph: (618) 529-3115

Suggested Text


Instructor Reference Texts (In addition to the main text)


NOTE: Our SoA librarian, Sarah Prindle, is a lifeline 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.
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 mid-term or final exam, you must notify the instructor before the 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 mid-term 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. If you do not have a documented disability but feel that you may need accommodations in taking this class, please notify the instructor as soon as possible. DSS can work with students to help determine if academic accommodations are needed and how best to administer the accommodations. Please remember, the responsibility for communicating a disability and/or difficulty in learning in a timely manner rests with you. Accommodation cannot be provided if issues are left untested and/or undocumented.

**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 12/9/16 per university policy.**

**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)

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.
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90%</td>
</tr>
<tr>
<td>B</td>
<td>89.9 - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79.9 - 70%</td>
</tr>
<tr>
<td>D</td>
<td>69.9 - 60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

### Course Criteria by Point Total

<table>
<thead>
<tr>
<th>Study Test #1</th>
<th>20 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Test #2</td>
<td>20 pts</td>
</tr>
<tr>
<td>Study Test #3</td>
<td>20 pts</td>
</tr>
<tr>
<td>Study Test #4</td>
<td>20 pts</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>60 pts</td>
</tr>
<tr>
<td>Study Test #5</td>
<td>20 pts</td>
</tr>
<tr>
<td>Study Test #6</td>
<td>20 pts</td>
</tr>
<tr>
<td>Study Test #7</td>
<td>20 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts</td>
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<table>
<thead>
<tr>
<th>Test Sub Total</th>
<th>300 pts</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Research Process</th>
<th>30 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings Questions</td>
<td>5 pts</td>
</tr>
<tr>
<td>Phase 1 Draft</td>
<td>10 pts</td>
</tr>
<tr>
<td>Phase 1,2,3 Final</td>
<td>15 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Article</th>
<th>170 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Assessment</td>
<td>10 pts</td>
</tr>
<tr>
<td>Article Draft 1 w/outline</td>
<td>30 pts</td>
</tr>
<tr>
<td>Article Draft 2 w/outline</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final Article Submittal</td>
<td>80 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Sub Total</th>
<th>200 pts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fast Forward Essays</th>
<th>10 pts ea</th>
<th>(5 req. per term, 1 replacement essay allowed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast Forward Sub Total</td>
<td>50 pts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>550 pts</th>
</tr>
</thead>
</table>

### Tests & Exams

The study tests will consist of multiple-choice, true/false and short essay. You will be asked to identify images from lecture, aspects of design from lecture (construction, layout, interior elements, art, furniture, etc.) and vocabulary definitions. You will also be asked to address issues related to environment, culture and/or religion/philosophy as they relate to design in short identification essays. These will be “open book” and will be available on-line via D2L. The Course Calendar will indicate when tests will be available to take on-line. Study tests will be available to take for two weeks after they are posted, at which time they will go “off line” and be unavailable. You will have a maximum of two (2) attempts for each study test. Your highest scoring attempt will be recorded. These are intended as a study aids for the mid-term and final exams but they also impact your final grade. Do NOT skip the study tests.

The mid-term exam will cover all material related lectures from week 1 through week 9. The final exam will cover material related to all material presented after the mid-term (Week 9 – 13) unless students are advised otherwise. The exams will consist of multiple-choice, fill in the blank, true/false and short essay questions. You will be asked to identify images from lecture, aspects of design from lecture (construction, layout, interior elements, art, furniture, etc.) and vocabulary definitions. You will also be asked to address issues related to environment, culture and/or religion/philosophy as they relate to design in short identification essays. The mid-term and final exam will be taken in class and will NOT be “open book.”
**Grading Rubric - Fast Forward Essay**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>++</td>
<td>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.</td>
</tr>
<tr>
<td>+</td>
<td>Essay showed a depth of thought in connecting the contemporary interior design (or interior element) with the information presented in the day’s lecture.</td>
</tr>
<tr>
<td></td>
<td>Essay showed a basic level thought in connecting the contemporary interior design (or interior element) with the information presented in the day’s lecture.</td>
</tr>
<tr>
<td>-</td>
<td>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.</td>
</tr>
<tr>
<td>-</td>
<td>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.</td>
</tr>
<tr>
<td>/</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Grading Rubric – Research Submittals + Article Drafts**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>++</td>
<td>Meets all required components; layout is exemplary; shows an exemplary depth of thought related to research/content</td>
</tr>
<tr>
<td>+</td>
<td>Many to all required components; layout is highly professional; shows a depth of thought related to research/content</td>
</tr>
<tr>
<td></td>
<td>Most required components; layout is largely professional; shows some depth of thought related to research/content</td>
</tr>
<tr>
<td>-</td>
<td>Some required components; layout is somewhat professional; basic depth of thought related to research/content</td>
</tr>
<tr>
<td>-</td>
<td>Minimal required components; layout is not professional; minimal depth of thought related to research/content</td>
</tr>
<tr>
<td>/</td>
<td>Minimal/no required components; layout is poor; minimal to no depth of thought related to research/content</td>
</tr>
</tbody>
</table>

**Grading Rubric – Written Article Final Submission**

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>Contains a clear purpose, engages the reader, focus attention on the main thesis.</td>
<td>10</td>
</tr>
<tr>
<td>2. Support of the Main Idea</td>
<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>20</td>
</tr>
<tr>
<td>3. Conclusion</td>
<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>10</td>
</tr>
<tr>
<td>4. Graphic Style</td>
<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>10</td>
</tr>
<tr>
<td>5. Writing Style + Format</td>
<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>15</td>
</tr>
<tr>
<td>6. Documentation*</td>
<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>
<tr>
<td></td>
<td>A score of 10% or lower for ‘similarity’ will be in the good/acceptable margin for citations</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>A score of 10% - 40% for ‘similarity’ will be in the acceptable/questionable margin for citations and are subject to a 5 to 10 point deduction.</td>
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<tr>
<td></td>
<td>A score of 40% or higher for ‘similarity’ will be considered plagiarized and is subject to a failing grade.</td>
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</table>

**TOTAL** | 80 pts. |
FAST FORWARD ESSAY QUESTION:
Compare and contrast the use of low relief texture in the "Engraved House" with the application and use in the African cultures profiled in today's lecture and discussed in the chapter reading.

RESPONSE:
Personal and communal expression of ideas and beliefs through use of decorative processes has proven a consistent human behavior throughout time and across geographic boundaries. Despite discrepancies and distinctions in culture, the need to reveal one's own thoughts and personality through artistic expression appears to be a powerful instinct, one which can be seen through examples such as the creation of low-relief textures on residences in two separate hemispheres: Canada in the West and Africa in the East. However, due to the fact that this technique exists in two very distant-related lands, there do exist differences as well as similarities between practice and application of this design aspect.

In comparison, the low reliefs found on the Engraved House in Ottawa, Canada and on individual residences in African villages share many common traits of origin and construction. For example, beginning with the canvas for these beautiful designs, both the Canadians and Africans utilized relatively sustainable and home-grown materials for the background of their designs. The Engraved House employed recycled fly-ash from a local electric power generator, while many African homes use sun-dried mud brick from the resources of their surrounding lands. Additionally, the method of engraving patterns into these eco-friendly materials shared a similar nature: the designer of the Canadian house mimicked historical means of carving and used an Indonesian bird femur bone knife for the task, which is very similar to the natural materials of bone and rushes used by Africans to decorate the interior and exterior of their homes. The meaning behind these designs also share quite similar origins and purposes in both cultures. In one way, the low-reliefs on each individuals' home are used as a means of communication with the public; a manner of sharing one's own ideas and passions with others in the physical and visible world. Due to being an embodiment of values and beliefs, spiritual meaning is deeply imbued into these structures as well. The Engraved House does this by displaying representations of the four elements (the sun and sunflowers for fire; birds for air; humpback whale for water; caribou for earth) on each of the four sides of the structure. African dwellings show such deeper meaning through symbolic geometric patterns and stylized forms of living beings on their walls. In these manners, the similarities of the low-relief patterning found on the residences of these two distinct cultures expresses that humanity must possess a universal, innate capacity and desire to express themselves through tangible art.

While humanity is shown to have this overall need of personalization, due to basic differences in geography, technology, and upbringing, the complete manifestation of this artistic pull often possesses at least a few slight contrasts between different cultures. This can be seen through the differences in creation of the low-relief textures by Canadian and African citizens. For example, technological differences definitely play a role in this diversity: while contemporary Canadian architects used quick-drying pour-in-place concrete for the Engraved House and therefore allowed the wall engraver only fifteen minutes to rapidly throw designs on the building, in Africa, slow-drying mudbrick is often used for décor and thus allows the decorators to spend days creating and perfecting the relief. Traditions in artist identity also clash and show contrast between these cultures, for while in Africa gender roles are strictly set-up where the males build homes and the females subsequently decorate them, more gender-fluidly exists in Canada and allows males to participate (with or without females) in the decoration of their abodes. Finally, structural needs as according to climate and material substance additionally create a chasm between these cultures' use of low-relief textures. While in Canada the Engraved House's wall decorations only exist for aesthetic purposes (construction advances of concrete and gutters care for moisture control), in Africa, the designs are both pleasing to the eye as well as functional in that they provide a water-resistant surface which controls the flow of rain off the building. Thus, as shown in this example of low-relief texturing, embodiment of home decoration can fluctuate due to cultural influence.
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: .................................................................08/22/2016
Last day to add full-term course (without Dean’s signature): ........08/28/2016
Last day to withdraw from the University with a full refund: ...........09/02/2016
Last day to drop a full-term course for a credit/refund: .................09/04/2016
Deadline to apply to graduate at the end of this term: ...............09/16/2016
Last day to drop a full-term course (W grade, no refund): ............10/30/2016
Commencement: ......................................................................12/17/2016

Note: For more detailed information on the above deadlines, please visit http://Registrar.siu.edu/calendar.
For withdrawal dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at http://Registrar.siu.edu/schedules/index.html.

FALL SEMESTER HOLIDAYS
Labor Day Holiday .................................................................09/05/2016
Fall Break 09/18–10/11/2016
Veterans Day Holiday ............................................................11/11/2016

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar’s office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit: http://Registrar.siu.edu/students/withdraw.html

INCOMPLETE POLICY – Undergraduate only
An INC grade may be assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments for the course. An INC must be changed to a complete grade within one full semester (undergraduates) or full year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements during the time period designated, the incomplete will be converted to a grade of F and such grade will be computed in the student’s grade point average. For more information 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 more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. This policy will be applied to all transferable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at http://Registrar.siu.edu/students/repeatclasses.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at http://gradschool.siu.edu/about/graduatecatalog/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 contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code: http://sis.siu.edu/student_conduct_code/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares call (618) 453-1492, email salukicares@siu.edu, or http://salukicares.siu.edu/index.html

SIU’S EARLY WARNING INTERVENTION PROGRAM (EWIP)
Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: http://core.curriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit: http://emergency.siu.edu/

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

Tutoring: http://tutoring.siu.edu/
Math Labs: http://math.siu.edu/courses/course-help.php

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/

MILITARY COMMUNITY
There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: https://sisonline.siu.edu/
SALUKINET: https://salukinet.siu.edu/
MORRIS LIBRARY HOURS: http://www.lib.siu.edu/
MEMO

Date: ____________

To: Ms. Laura Morthland

From: ___________________________________________________________________

Subject: Interior Design 331 Syllabus, Fall 2016

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