

Fall 2023
Department of Urban and Regional Planning
University of Illinois Urbana-Champaign

UP312 Communication for Planners

Lectures: Tuesdays, 2:00 PM – 3:20 PM (227 Temple Buell Hall)
Labs: Thursdays, 2:00 PM – 3:20 PM (122 Nevada Building)

Instructor: Colleen Chiu-Shee, ccs32@illinois.edu
Office Hours: Tuesdays, 3:40 PM to 4:40 PM or by appointment
TBH M224 or Zoom (please email in advance for link)

Teaching Assistant: Colton Johnson, coltonj2@illinois.edu
Office Hours: Fridays, 2:00 PM to 3:00 PM or by appointment
TBH atrium or Zoom (please email in advance for link)

INTRODUCTION

Communication is not only fundamental to the quality of our everyday lives but also the most valued competency for planning and planning-related practices.¹ Planning professionals engage with officials, developers, and community members, mediating between various interests to define and promote the “public” interest. As cities and societies grow increasingly pluralistic, diverse, and divided, communication skills become more crucial for planning professionals who must manage conflicts, find common ground, and facilitate collective action. This means that the better planning professionals understand people, places, and societies, the more effective their actions can be. Improved communication enhances their ability to diagnose issues, conduct scientific analyses, and convey their ideas. Stronger communication skills also empower planning professionals to gain stakeholder buy-in for their future visions and grant them more transformative agency during plan implementation.

Planning professionals engage in wide array of communicative processes in their daily practices. They develop in-depth knowledge of people and places through interactions in the field. They synthesize various forms of information, including textual, oral, visual, and spatial, to comprehend complex societal issues and envision alternative futures. Their solutions and ideas are often communicated through writings, visual representations, oral presentations, and interactive media. In these practices, mastering communication with a blend of technical and soft skills significantly enhances creativity in problem-solving.

This course adopts an experiential learning approach and emphasizes learning by doing through student-led projects. The weekly lectures and lab sessions introduce diverse communication skills, such as writing, verbal expression, and graphic techniques, to support a semester-long, five-step project. Students will follow the guidance and make progress each week, exploring how planning professionals convey their ideas, investigating communities to identify challenges and opportunities, generating analyses and recommendations, and presenting findings and ideas in an integrative manner.

¹ Guzzetta, J. D., and S. Bollens. “Urban Planners” Skills and Competencies” *Journal of Planning Education and Research* 23, no.1 (2003) 96

This course involves substantial research and writing to fulfill the requirements of General Education and Advanced Composition on campus. By the end of this course, you can expect to:

1. Enhance your writing, verbal, and graphic communication skills.
2. Recognize the relevance of these skills in planning and related practices.
3. Feel confident in using software applications covered in this course.

Prerequisites: Junior standing. You are expected to understand basic planning terminology and have the ability to use internet research tools and basic word processing software.

COURSE ORGANIZATION

This course intertwines two interconnected learning threads led by instructors and students, respectively. These threads are crafted to facilitate an incremental and iterative process of conceptual learning, technical training, skill application, and reflection within and beyond the classroom. On one hand, instructors introduce students to relevant knowledge and skills and provide guidance and feedback for project-based learning; on the other hand, students create their projects, employ tools, explore online, archival, and field knowledge, and contribute hands-on experiences to class discussions. Lectures are typically delivered on Tuesdays to introduce key discourse about communication. Subsequently, students will put the knowledge into practice during their activity-oriented engagements within and beyond campus, communicating with peers, instructors, and/or community members. Thursday lab sessions are dedicated to providing an interactive learning environment for students to enhance their technical skills, share ideas with the instructors and peers, and give and receive feedback. Required readings will be available digitally on Canvas.

Course assignments are woven into a semester-long, five-step project that encompasses both group and individual efforts. The project combines research and design activities, featuring various writing, presentation, and visual representation tasks. A companion document detailing the five steps will be shared via Canvas. The instructors will introduce the project during the first week and assist students in establishing group collaboration and individual work.

Please note: All deliverables should be submitted through the Canvas course site unless specified otherwise. Please ensure that written submissions are in PDF format, have recognizable file names (e.g., assignment number and last name), and maintain appropriate file sizes.

Participation: Your active participation significantly contributes to the success of this course. Meaningful engagement in class and work sessions will yield high score on the participation component of your grade. Your perspectives, experiences, and questions are encouraged, as are your responses to questions from instructors and peers. You are also encouraged to contribute to collaborative work, small group discussions, and peer reviews, all of which offer opportunities to refine your arguments, develop negotiation skills, and practice public speaking.

Attendance: As stipulated in Section § 1-501 of the Student Code “*regular class attendance is expected of all students at the University.*” Should you be unable to attend a session, please promptly notify the instructors. If missing an individual session, it is expected that you review all posted materials for that session within 24 hours of the class meeting and submit an approximately 250-word reaction to the designated Canvas discussion board page. While poor attendance will not automatically result in failure, it will be reflected in the participation component of your course grade.

Grading: Your course grade will be determined based on the following breakdown of deliverables:

- Class Participation and Attendance: 10%
- Step 1. Pecha Kucha Presentation: 5%
- Step 2. Memo: 20%
- Step 3. Report: 20%
- Step 4. Visual Representations: 20%
- Step 5. Final Report and Presentation: 25%

COURSE SCHEDULE

| Project Development | Tuesdays | Thursdays |
|---|--|---|
| Step 1. Reading through a plan <i>2 weeks, group work</i> | Aug 22 Introduction to the Course | Aug 24 Explore plans and planning ideas |
| | Aug 29 Reading, Writing, and Communicating a Plan | Aug 31 Collective learning: Pecha Kucha presentations |
| Step 2. Learning about our community <i>2 weeks, individual work</i> | Sep 5 Planners' Communicative Roles | Sep 7 Data tools overview |
| | Sep 12 <i>No Class (IL-APA Conference)</i> | Sep 14 Memo writing and peer feedback |
| Step 3. Continued discovery from the field <i>3 weeks, individual work</i> | Sep 19 Seeking Evidence: How to Study a Place? | Sep 21 Mini-fieldwork design and peer feedback |
| | Sep 26 Seeking Evidence: How to Learn from People? | Sep 28 Survey instruments design and peer feedback |
| | Oct 3 Communication through Data Visualization | Oct 5 Utilizing spatial data |
| Step 4. Documenting places and voices through multimedia storytelling <i>4 weeks, individual work</i> | Oct 10 Mapping and Diagramming | Oct 12 Adobe Illustrator tutorial |
| | Oct 17 Digital Storytelling | Oct 19 Adobe Photoshop tutorial |
| | Oct 24 Graphic Design | Oct 26 Work session and troubleshooting |
| | Oct 31 An Integrative Approach to Communication | Nov 2 Adobe InDesign tutorial |
| Step 5. Envisioning the future <i>5 weeks, group work</i> | Nov 7 <i>No Class (Election Day)</i> | Nov 9 Group pin-ups and sharing your findings |
| | Nov 14 Plan Making and Imagining the Future | Nov 16 SketchUp tutorial |
| | Nov 21 <i>No Class (Fall Break)</i> | Nov 23 <i>No Class (Fall Break)</i> |
| | Nov 28 Communicating Ideas as Planning Professionals | Nov 30 Group project work session |
| | Dec 5 Final Presentations | |

DETAILED COURSE OUTLINE

Step 1. Reading through a plan. How planning professionals have constructed and conveyed their ideas, arguments, and visions.

Week 1. Introduction to the Course

- 8/22 Tue Course overview
Why communication matters?
8/24 Thu Explore plans and planning ideas

Readings:

- Guzzetta, J. D., & Bollens, S. A. (2003). Urban Planners' Skills and Competencies: Are We Different from Other Professions? Does Context Matter? Do We Evolve? *Journal of Planning Education and Research*, 23(1), 96–106.
O*NET Online, Urban and Regional Planners (Updated 2023, retrieved August 20, 2023) <https://www.onetonline.org/link/summary/19-3051.00>

References:

- CareerOneStop*. (n.d.). Retrieved August 20, 2023, from //www.careeronestop.org. [Urban Planning](#)
U.S. Bureau of Labor Statistics, Urban and Regional Planners (retrieved August 20, 20223): <https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm>
Wood, J. T. (2023). Chapter One Communication as a Field of Study. In *Communication Theories in Action: An Introduction* (3rd Edition). Cengage Learning.

Week 2. Reading, Writing, and Communicating a Plan

- 8/29 Tue Reading through a plan
Principles and applications of professional writing
Fundamentals of professional communication
8/31 Thu Collective learning: Pecha Kucha presentations

Readings:

- Doumont, J. L. (2002). The three laws of professional communication. *IEEE Transactions on professional communication*, 45(4), 291-296.
Ryan, Brent D. (2011). "Reading Through a Plan: A Visual Interpretation of What Plans Mean and How They Innovate." *Journal of the American Planning Association* 77 (4): 309–27.

References:

- Adler, R., Rosenfeld, L., & Proctor II, R. (2014). *Interplay: The Process of Interpersonal Communication*. (13th Edition). Oxford University Press.
Kousoulas, Claudia. *Writing for Planners: A Handbook for Students and Professionals in Writing, Editing, and Document Production*. Routledge, 2019. ([ebook](#) available @ Illinois Library)
Strunk Jr, W., & White, E. B. (2006). *The Elements of Style*. 1918. Bartleby. com, 24.

Step 2. Learning about our community. What has been said about changes in our community?

Week 3. Planners' Communicative Roles

9/5 Tue Communication in planning
Understanding politics
Planners' changing roles
[*Bonus point activity: Sharing about your past experience*]

9/7 Thu Data tools overview
Visual display of quantitative information
Excel tutorial

Readings:

Alexander, E. R. (2001). What Do Planners Need to Know? *Journal of Planning Education and Research*, 20(3), 376–380.

Kühn, M. (2021). Agonistic planning theory revisited: The planner's role in dealing with conflict. *Planning Theory*, 20(2), 143–156.

References:

Greenlee, A. J., Edwards, M., & Anthony, J. (2015). Planning Skills: An Examination of Supply and Local Government Demand. *Journal of Planning Education and Research*, 35(2), 161–173.

Healey, P. (2003). Collaborative Planning in Perspective. *Planning Theory*, 2(2), 101–123.

Kusleika, Dick (2021). Data visualization with Excel dashboards and reports.
Indianapolis : John Wiley & Sons (available online at UI Library.)

Linovski, O. (2021). The Value of Planning: Views from Management Consultants.
Journal of Planning Education and Research, 0(0).

Week 4. Memo Writing and Peer Feedback

9/12 Tue NO CLASS (APA-IL Conference)

9/14 Thu Professional writing for planners
Memo writing and peer feedback

9/18 Mon *Memo due 11:59 PM*

Readings:

Armentrout, V. N. (2003), Chapter 9: Written Communication. In Dandekar, H. C. (Ed.)
The planner's use of information. Planners Press.

John Houseal, AICP, and Devin Lavigne, AICP (2012). Delivering Better Plans (PAS
Memo, Jan/Feb). American Planning Association.

References:

Yen, M. and York, G. (2003), Chapter 3: Information from secondary sources.
Dandekar, H. C. (Ed.) The planner's use of information. Planners Press.

Step 3. Continued discovery from the field. What can we learn from the places and people in a community?

Week 5. Seeking Evidence: How to Study a Place?

9/19 Tue Investigating space and public life in a place
Data collection methods

9/21 Thu Mini-fieldwork design and peer feedback

Readings:

Lynch, Kevin (1960). *The image of the city*. Vol. 11. MIT press.
Gehl, Jan & Birgitte Svarre (2013). *Public Space, Public Life: An Interaction*. Island Press.

References:

City of Somerville & Gehl Studio. *Public Space, Public Life in Somerville, MA*.
http://www.somervillebydesign.com/wp-content/uploads/2015/05/20160512_SomervillePSPL-FINAL-WEB.pdf
District of Columbia Office of Planning. *Public Life Studies and Storymaps*:
<https://planning.dc.gov/14th-and-u-street-nw-public-life-study>
<https://storymaps.arcgis.com/stories/239b3a32c2084781af4e9b879cbf432f>
<https://storymaps.arcgis.com/stories/ea449d2b63449e79bd0eb4e70f884c5>
Gehl Institute, *Public Life booklet*:
https://issuu.com/gehlarchitects/docs/gehl_services_-_public_life_booklet
Gehl Institute, “Wuhan Public Space Public Life Survey” report:
https://issuu.com/gehlarchitects/docs/wuhan_public_space_public_life_study
Seattle Department of Transportation, *public life study reports and action plans*:
https://issuu.com/gehlarchitects/docs/wuhan_public_space_public_life_study

Week 6. Seeking Evidence: How to Learn from People?

9/26 Tue Learning from your community
Field research methods in social studies
9/28 Thu Survey instruments design and peer feedback

Readings:

Walliman, Nicholas (2011). Chapters: “Research Strategies and Design” and “Data Collection Methods,” in *Social Research Methods*. SAGE Publications, Ltd. (available online at UI Library).

References:

Bryman, Alan (2016). *Social Research Methods*. Oxford; New York: Oxford University Press.
Galletta, Anne (2013). *Mastering the semi-structured interview and beyond: from research design to analysis and publication*. New York: New York University Press.
Saris, Willem E. and Irmtraud N. Gallhofer (2007). *Design, evaluation, and analysis of questionnaires for survey research*. Hoboken, N.J.: Wiley-Interscience.

Week 7. Communication through Data Visualization

10/3 Tue Tools for visual communication
Data visualization
10/5 Thu Utilizing spatial data
GIS tutorial
10/9 Mon *Data collection report due 11:59 PM*

Readings:

Morphocode, *Data and the City: Urban Visualizations*: <https://morphocode.com/data-city-urban-visualizations/>
The 30 Best Data Visualizations of 2023: <https://visme.co/blog/best-data-visualizations/>

- The Data Visualization Catalogue: <https://datavizcatalogue.com>
- References:
- Community Toolbox, Chapter 3 Section 2. Understanding and Describing the Community: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main>
 - State of Florida, Department of Transportation, Community Impact Assessment Handbook, Chapter 4: Developing a Community Profile https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf
 - Setlur, Vidya and Bridget Cogley (2022). Functional aesthetics for data visualization. Hoboken, New Jersey: John Wiley & Sons, Inc.
 - Urban Institute Data Visualization Style Guide: <http://urbaninstitute.github.io/graphics-styleguide/>

Step 4. Documenting places and voices through multimedia storytelling

Week 8. Mapping and Diagramming

- 10/10 Tue Visual Communication through Mapping and Diagramming
- 10/12 Thu Adobe Illustrator tutorial
Generating your site map

Readings:

- Balmer, Jeffrey and Michael T. Swisher (2019). Diagramming the big idea: methods for architectural composition. New York: Routledge, Taylor and Francis Group (available online at UI Library).
- New York Times Visuals:
A Vivid View of Extreme Weather: Temperature Records in the U.S. in 2021, January 11, 2021: <https://www.nytimes.com/interactive/2022/01/11/climate/record-temperatures-map-2021.html>
- How a Vast Demographic Shift Will Reshape the World, July 16th, 2023: <https://www.nytimes.com/interactive/2023/07/16/world/world-demographics.html>
- The West Tried to Isolate Russia. It Didn't Work, February 23, 2023. <https://www.nytimes.com/interactive/2023/02/23/world/russia-ukraine-geopolitics.html>
- This Map Shows Where Biodiversity Is Most at Risk in America, March 3, 2022: <https://www.nytimes.com/interactive/2022/03/03/climate/biodiversity-map.html>

References:

- Conzen, Michael P. and Diane Dillon (2008). Mapping manifest destiny: Chicago and the American West : exhibition at the Newberry Library November 3, 2007 - February 16, 2008. Chicago : Newberry Library.
- Krieger, Alex and David Cobb (2000). Mapping Boston. The MIT Press.

Week 9. Digital Storytelling

- 10/17 Tue The concept and practice of digital storytelling
- 10/19 Thu Adobe Photoshop tutorial
How to enhance the visual effects of an illustration

Readings:

Cersosimo, Giuseppina (2020). Digital Storytelling. London : SAGE Publications Ltd. (available online at UI Library).

References:

Lambert, Joe (2018). Digital storytelling: capturing lives, creating community. New York, NY : Routledge; 2018.

Miller, Carolyn Handler (2014). Digital Storytelling : a creator's guide to interactive entertainment. Hoboken: Taylor and Francis (available online at UI Library).

UrbaAdvantage, photo-transformations: <https://www.urban-advantage.com/images-page-1>

Case study: Envision Utah Maps a Community Vision for the Future of Utah County with UrbanFootprint: <https://urbanfootprint.com/case-studies/envision-utah-valley-visioning/>

Week 10. Graphic Design

10/24 Tue Principles of graphic design
Typography, layout, color, etc.

10/26 Thu Work session and troubleshooting

Readings:

Frank, A., Chapter 10: Graphic Communication. In Dandekar, H. C. (Ed.) The planner's use of information. Planners Press, 2003

GCFGlobal, Beginning Graphic Design: Learn how color, layout, images, composition, typography, branding, and more relate to graphic design (Including a YouTube Playlist and additional tutorials): <https://edu.gcfglobal.org/en/beginning-graphic-design/#>

References:

Adams, Sean (2012). Graphic design rules: 365 essential design dos & don'ts. London: Frances Lincoln.

Dabner, David, Sheena Calvert, and Anoki Casey (2010). Graphic design school: the principles and practices of graphic design. Hoboken, N.J.: John Wiley & Sons.

Week 11. An Integrative Approach to Communication

10/31 Tue How to form arguments and craft a compelling report
Multimedia communication design
Photo essays, video editing, and website construction

11/2 Thu Adobe InDesign tutorial

11/7 Mon *Drawings and descriptions due 11:59 PM*

Readings:

National Council for the Social Studies, How to Form a Good Argument:

<https://www.socialstudies.org/sites/default/files/how-to-form-a-good-argument.pdf>

Pearce Center for Professional Communication, Your Guide to Forming an Argument. October 19, 2017: <https://pearce.caah.clemson.edu/guide-forming-argument/>

Purdue Online Writing Lab, Organizing Your Argument:

https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/organizing_your_argument.html

UNC Chapel Hill Writing Center, Argument: <https://writingcenter.unc.edu/tips-and-tools/argument/>

References:

Faigley, Lester and Jack Selzer (2013). *A little argument*. Upper Saddle River, N.J.: Pearson.

Fish, Stanley Eugene (2016). *Winning arguments : what works and doesn't work in politics, the bedroom, the courtroom, and the classroom*. New York, NY: Harper Collins Publishers.

Lunsford, Andrea A. and John Ruskiewicz (2013). *Everything's an argument*. Boston; New York: Bedford/St. Martins.

Step 5. Envisioning the future. Plan making, visualizing imaginaries, and report writing

Week 12. Collective Learning

11/7 Tue NO CLASS (Election Day)

11/9 Thu Group pin-ups and sharing your findings

References:

Bonchek, M. & Gonzalez (2018). 5 Ways to Get Over Your Fear of Public Speaking. *Harvard Business Review*. (Retrieved August 20, 2023). <https://hbr.org/2018/02/5-ways-to-get-over-your-fear-of-public-speaking>

Schwartzberg, J. (2020). 8 Ways to Deliver a Great Presentation (Even if You're Super Anxious About It). *Harvard Business Review*. (Retrieved August 23, 2021). <https://hbr.org/2020/07/8-ways-to-deliver-a-great-presentation-even-if-youre-super-anxious-about-it>

Week 13. Plan Making and Imagining the Future

11/14 Tue Site planning and spatial design
Reflective practice

11/16 Thu Sketchup tutorial
3D rendering

Readings:

Berke, P., D. R. Godschalk, E. J. Kaiser, and D. Rodriguez (2006). *Urban land use planning*. Chapter 10: The Plan-Making Process. & Chapter 14: Small area plans. University of Illinois Press.

References:

Various focus area and neighborhood plans in Champaign:

<https://champaignil.gov/planning/long-range-planning/neighborhood-plans/>

Chicago Metropolitan Agency of Planning, a regional planning agency's vision:

<https://youtu.be/L63zWVb2uSs>

Week 14. Fall Break

Week 15. Local Regulation of Development and Land Use Controls

11/28 Tue Zoning and the comprehensive plan
Development process and project management

11/30 Thu Final Group Presentations: Part I

Readings:

Chakraborty, A. (2020). Calls to End All Single-Family Zoning Need More Scrutiny. *Journal of the American Planning Association*, 86(1), 123-124.
Moore, T. (1991). A practical guide for managing planning projects. *Journal of the American Planning Association*, 57(2), 212-222.

References:

Badger, Emily and Quoc Trung Bui (2019). Cities Start to Question an American Ideal. The New York Times.
<https://www.nytimes.com/interactive/2019/06/18/upshot/cities-across-america-question-single-family-zoning.html>,
Chicago Metropolitan Agency for Planning (2019). Zoning and Subdivision Regulations: <https://www.youtube.com/watch?v=QDzbrSvZ7Xs&t=5s>
Fisher, R., and W. Ury (1983). *Getting to Yes: Negotiating Agreement Without Giving In*. Chapters. 1-3, Edited by B. Patton. Second Edition. New York, NY: Penguin Books.
Institute for Humane Studies (2018). How Zoning Laws Are Holding Back America's Cities: <https://www.youtube.com/watch?v=7pq-UvE1j1Q>
Jones, W. W., and N. Macris (2000). A career worth planning: starting out and moving ahead in the planning profession. Planners Press, American Planning Association.
Lyles, W., & Swearingen White, S. (2019). Who cares? Arnstein's ladder, the emotional paradox of public engagement, and (re) imagining planning as caring. *Journal of the American Planning Association*, 85(3), 287-300.

Week 16. Final Presentations

12/5 Tue Final Group Presentations: Part II

12/11 Mon Final presentations, reports, and individual reflections due 11:59 PM

COURSE POLICIES AND RESOURCES

Readings: All readings will be available through the Canvas website or are accessible through hyperlinks on the syllabus: Some files may require VPN when off campus (<https://techservices.illinois.edu/services/virtual-private-networking-vpn/details>).

Deadlines and grades: Please note the deadlines for all submissions. I recommend adding these to your calendar. Late submission will incur an initial 10% penalty and additional 10% penalty for every 24 hours thereafter. Late submission penalty may be waived in certain situations, such as for sudden illness or family crisis. Please let the instructor know about any possible delays as early as possible. Final grades will be assigned as follows:

| GRADE | TOTAL PTS | GRADE | TOTAL PTS | GRADE | TOTAL PTS |
|-------|-----------|-------|-----------|-------|-----------|
| A+ | 98 to 100 | B | 84 to 87 | C- | 71 to 73 |
| A | 94 to 97 | B- | 81 to 83 | D+ | 68 to 70 |
| A- | 91 to 93 | C+ | 78 to 80 | D | 64 to 67 |
| B+ | 88 to 90 | C | 74 to 77 | D- | 61 to 63 |
| | | | | F | <60 |

Counseling Center: Resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center (<https://counselingcenter.illinois.edu/>) is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

Disability Services: This course will accommodate students with documented disabilities. Please refer to the Disability Resource and Education Services website (<https://www.disability.illinois.edu>) for more information and inform the instructor of any requests at the beginning of the semester.

Diversity: The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the Student Code Article 1—Student Rights and Responsibilities for further details.

Academic Integrity: Please be aware of the university guidelines regarding academic integrity, which can be found under Article 1, Part 4 of the student code (<https://studentcode.illinois.edu>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/material, fabrication of information, plagiarism (presenting someone else’s work from any source as your own such as copying someone else’s post), and so on. All forms of academic dishonesty will be reported to the student’s home department and the College of Fine and Applied Arts.

Irregular Attendance: Class attendance is expected of all students at the University of Illinois, however instructors must reasonably accommodate a student’s religious beliefs, observances, and practices in regard to class attendance and work requirements if the student informs his or her instructor of the conflict within one week after being informed of the attendance or work requirements. It is the instructor’s decision as to when a student’s absences become excessive and should be reported. If in the opinion of an instructor the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student’s college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

Software: Software used in this course are accessible to students through DURP Remote server: <https://static.ics.illinois.edu/remote-list/>. Software are also available from [AnyWare](#), a virtual desktop environment allowing student to access licensed software whether remote, on campus, or in class. Some software are available for free download for students ([Adobe Cloud](#), [Office 365](#)).

Emergencies (Run > Hide > Fight): Emergencies can happen anywhere and at any time, so it’s important that we take a minute to prepare for a situation in which our safety could depend on our ability to react quickly. Take a moment to learn the different ways to leave this building. If there’s ever a

fire alarm or something like that, you'll know how to get out and you'll be able to help others get out. Next, figure out the best place to go in case of severe weather – we'll need to go to a low-level in the middle of the building, away from windows. And finally, if there's ever someone trying to hurt us, our best option is to run out of the building. If we cannot do that safely, we'll want to hide somewhere we can't be seen, and we'll have to lock or barricade the door if possible and be as quiet as we can. We will not leave that safe area until we get an Illini-Alert confirming that it's safe to do so. If we can't run or hide, we'll fight back with whatever we can get our hands on. If you want to better prepare yourself for any of these situations, visit police.illinois.edu/safe. Remember you can sign up for emergency text messages at emergency.illinois.edu.

COVID-19 Information: Keeping everyone safe and healthy remains our top priority. As the federal government's COVID-19 national emergency declaration has ended, students who test positive for COVID-19 can follow [the current CDC guideline](#). See here for up-to-date information: <https://covid19.illinois.edu>.