



Course Title: **Materials + Methods II (#24732)**

Course Prefix: **ARCH** Course No.: **3283** Section No.: **P01**

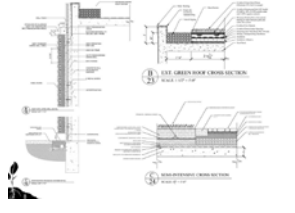


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| <b>School of Architecture</b>          | Department: Architecture <input checked="" type="checkbox"/><br>Construction Science <input type="checkbox"/><br>Art <input type="checkbox"/><br>Digital Media Art <input type="checkbox"/><br>Community Development <input type="checkbox"/> |
| <b>Course Location:</b>                | Nathelyne Archie Kennedy Building, Room <b>233</b>  |
| <b>Class Meeting Days &amp; Times:</b> | Tuesday + Thursday; 9:30-10:50 AM   |
| <b>Catalog Description:</b>            | "3 semester hours. Emphasis on systems of building structures and on the interrelationships among the components of the systems, the assembly processes and project control."   |
| <b>Prerequisites:</b>                  | Materials and Methods I   |
| <b>Mode of Instruction:</b>            | <input type="checkbox"/> Face-to-face   |
| <b>Instructor:</b>                     | April Ward, PhD, AIA Assoc., LEED GCP, PhD Candidate  |

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|                                     | Professor of Architecture  |
| <b>Office Location:</b>             | School of Architecture, Prairie View A&M University  |
| <b>Office Telephone:</b>            | (936) 261-9805   |
| <b>Fax:</b>                         | (936) 261-9826   |
| <b>Email Address:</b>               | <a href="mailto:jaward@pvamu.edu">jaward@pvamu.edu</a>   |
| <b>U.S. Postal Service Address:</b> | Prairie View A&M University<br>P.O. Box 519<br>Mail Stop 2100<br>Prairie View, TX 77446  |
| <b>Office Hours:</b>                | Tuesday - Thursday 10:30 - 12:30 PM. OTHER HOURS BY APPOINTMENT.<br>Students are advised to make appointments with the professor ahead of time and be specific with the subject matter to be discussed. Students must be prepared for their appointment by bring all applicable materials and information to the meeting.  |
| <b>Required Text:</b>               | <u>Fundamentals of Building Construction (6<sup>th</sup> Edition)</u> ; Authors: Edward Allen and Joseph Iano; Publisher: John Wiley & Sons, Inc. ISBN: 978-1-118-13891-5  |
| <b>Optional Text:</b>               | <u>Architectural Graphic Standards (11<sup>th</sup> Edition)(Student Edition)</u> ; Editor: Bruce Bassler; Publisher: the American Institute of Architecture; ISBN: 978-0-470-08546-2<br><u>Building Codes Illustrated; A Guide to Understanding the International Building Code</u> ; Authors: Francis D. K. Ching and Steven R. Winkel, FAIA; Publisher: John Wiley & Sons, Inc.; ISBN: 0-471-09980-5<br><u>Sustainable Construction; Green Building Design and Delivery (2<sup>nd</sup> Edition)</u> ; Author: Charles J. Kibert; Publisher: John Wiley & Sons, Inc.; ISBN: 9778-0-470-11421-6<br><u>Architect's Studio Companion (6<sup>th</sup> Edition)</u> ; Author: Allen; ISBN13: 9781119092414   |
| <b>Recommended Text/Readings:</b>   | Will be distributed during the course by the Professor   |
| <b>Learning Resources</b>           | <p><b>PVAMU Library:</b><br/>Telephone: (936) 261-1500;<br/>web: <a href="http://www.tamu.edu/pvamu/library/">http://www.tamu.edu/pvamu/library/</a><br/>Use the Reference Desk at the library where the staff is eager to guide your research. They can orient you to hard copies and on-line resources.</p> <p><b>University Bookstore:</b><br/>Telephone: (936) 261-1990<br/>web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a></p> <p><b>The Writing Center</b><br/>Telephone: (936) 261-3700<br/>The Writing Center's goal is to provide a friendly, stress-free environment for students from all over campus to meet with a consultant and talk about writing of all types. They provide a responsive audience and advice from experienced writers in sessions generally lasting thirty to forty-five minutes. Sessions of this length offer time to work individually with students on any aspect of the writing process: from brain storming and drafting, to revising and proofreading. They will explore ways to improve a student's overall writing skills. They do NOT proofread or edit for students, but instead teach proofreading and editing techniques. Their goal is to: make a better writer for the long term.</p> <p><b>Student Academic Success Center</b><br/>Telephone: (936) 261-1040<br/>Student Academic Success Center identifies academic and social roadblocks that interfere with persistence and timely graduation of PVAMU students. SASC informs campus-wide policies by staying current with retention literature and best practices. Further, SASC develops programs and services that are specifically aimed at continuing the academic success of the first year. We strive to provide PVAMU students with "<i>Navigation to Graduation</i>".</p> <p><b>The Tutoring Center</b><br/>John B. Coleman Library in Room 209<br/>Telephone: (936) 261-1561<br/>Hours: Monday through Thursday 12 pm to 9 pm and Friday from 8 am to 5 pm.</p> |

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|  | <p>Email: <a href="mailto:AEtutoring@pvamu.edu">AEtutoring@pvamu.edu</a><br/> Open to <b>all</b> undergraduate students enrolled for credit in targeted PVAMU courses. offers help for:</p> <ul style="list-style-type: none"> <li>▪ Microeconomics, Macroeconomics</li> <li>▪ Management Information Systems</li> <li>▪ History, Government</li> <li>▪ Statistics, Basics – Calculus II</li> <li>▪ Psychology, Sociology</li> <li>▪ English (Basics – Freshman Comp II), Speech</li> <li>▪ Spanish I&amp;II</li> <li>▪ Biology (Pre-Med, Pre-Nursing)</li> <li>▪ Chemistry (Bio &amp; Nursing Majors)</li> <li>▪ Physics</li> <li>▪ Materials &amp; Science</li> </ul> |
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### Course Goals and Overview:

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|  | <p>The goal of this course is to focus on common construction systems such as light wood framing, masonry bearing walls, brick masonry, green design and energy - efficient construction energies, and is based on the International Building Code. The primary emphasis is to help you understand new introductory material and the processes. The class will be introduced to service learning activities that reinforce their discipline and involve students of all disciplines with the enhancement of communities and civic engagement.</p> |
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### Course Outcomes/Learning Objectives

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| <b>At the end of this course, the students will:</b> |  |
| <b>2273.1</b>  | Research and investigative construction project.                               |
| <b>2273.2</b>  | Be able to understand and apply building materials and assemblies.             |
| <b>2273.3</b>  | Demonstrate the ability to understand construction details.                    |
| <b>2273.4</b>  | Define construction terminology.   |
| <b>2273.5</b>  | Be able to understand the 'client role in architecture'.                       |
| <b>2273.6</b>  | Identify, describe and apply elements and principles of building construction. |

### Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- **Assignments/Papers/Exercises:** Written assignments designed to supplement and reinforce course material
- Research and investigative construction project:** You will select (1) One Construction Site to visit and document. You Must visit the construction Site at least 4x throughout the Semester. During Each Visit, you will document the Construction Methods and Materials with photographs and drawings. After the Site visit, you will research and find at least (1) one Construction Detail / Architectural Graphic that represents the Onsite Construction. You will Document and Analyze the Site Photos and Drawings in your Course Sketchbook. There will be at least (1) one Entry in your Sketchbook for each Site Visit will – you will tape your site photos and trace at least (3) three important details. Copy and tape at least (1) one Construction Detail and then trace/ draw that detail. Clearly date and label photos and drawings. This is an ongoing research project that you will be expected to keep up on. See the calendar for Due Date.

#### Hardbound Sketch Book 8.5" X 11"

(<https://www.amazon.com/Black-Hardbound-Sketch-Book-8-5X11/dp/B001R1QROE>)

- Perfect for sketching and writing
- Suitable for dry media
- Durable protective cover
- 110 sheets of bright white paper
- Acid-free

#### Assignments:

Weekly reading and notes due. Each week in your sketchbook, you will clearly label and date your notes. The notes must include at least (1) one drawing/ trace and (2) new vocabulary definitions

- **Exams:** Written tests designed to measure knowledge of presented course material.

Be able to understand and apply building materials and assemblies. Demonstrate the ability to understand construction details. Define construction terminology.

- **Projects:** Assignments designed to measure ability to apply presented course material
- **Class Attendance/Participation:** Daily attendance and participation in class discussions. Building Tours will be announced during class.

**Grading Matrix** (*Points will vary according to instructor's grading system. At no time should the value of all potential points exceed 100%.*)

| Instrument                     | Value (points or percentages)  | Total |
|--------------------------------|--|-------|
| Assignment – Site Visits       |  | 25    |
| Assignment – Weekly Notes      |  | 20    |
| Quiz                           | –  | 10    |
| Mid Term Exam                  |  | 15    |
| Class Attendance/Participation |  | 15    |
| Final Exam                     |  | 15    |
| <b>Total:</b>                  |  | 100   |
| Additional Credit/Bonus        |  |       |
| <b>Total:</b>                  |  |       |
| <b>Grade Determination:</b>    | A = 90-100 points<br>B = 80–89 points<br>C = 70–79 points<br>D = 60–69 points;<br>F = 59 points or below |       |

### Course Procedures

| <b>Taskstream</b>                                       | Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.   |       |       |   |        |   |       |   |       |   |       |   |                    |
|---|---|-------|-------|---|--------|---|-------|---|-------|---|-------|---|--------------------|
| <b>University Attendance Policy:</b>                    | Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or assignment of a grade of "F." Absences are accumulated beginning with the first day of class.   |       |       |   |        |   |       |   |       |   |       |   |                    |
| <b>Instructor's Attendance and Participation Policy</b> | <table border="0"> <thead> <tr> <th>Grade</th> <th>Range</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90-100</td> </tr> <tr> <td>B</td> <td>80-89</td> </tr> <tr> <td>C</td> <td>70-79</td> </tr> <tr> <td>D</td> <td>60-69</td> </tr> <tr> <td>F</td> <td>59 points or below</td> </tr> </tbody> </table> <p><b>Grading of Assignments:</b></p> <p>A+/-: An excellent or distinguished response to the assignment or exam. The work is: well written, thoughtful, shows rigorous and independent thinking, critical inquiry and reconsideration, illustrates a wholeness and multiplicity of depth, synthesizes the material into a precise investigation, imaginative, and develops a personal language. This student is a great verbal and visual communicator. Very motivated.</p> <p>B+/-: A good response to the assignment. The work is: well written, thoughtful, shows clear and independent thinking, and begins to illustrate critical inquiry. The language is somewhat creative, but a bit derivative, a bit fragmented, good communicator verbally and/or visually, but not great. Motivated.</p> <p>C+/-: A somewhat acceptable response to the assignment: basically getting work done, but without a clarity of thought or any critical inquiry, no personal voice, unfocused and fragmented work, material not really synthesized, normative. Somewhat motivated.</p> <p>D-F: An unacceptable response to the assignment: barely meets the requirements, without any clarity of thought or any critical inquiry. No personal voice, may plagiarize, unfocused and fragmented work, material not synthesized, cynicism, lack of taking responsibility for the work. No motivation.</p> <p><b>Final Grades</b><br/>"A"</p> | Grade | Range | A | 90-100 | B | 80-89 | C | 70-79 | D | 60-69 | F | 59 points or below |
| Grade   | Range   |       |       |   |        |   |       |   |       |   |       |   |                    |
| A   | 90-100  |       |       |   |        |   |       |   |       |   |       |   |                    |
| B   | 80-89   |       |       |   |        |   |       |   |       |   |       |   |                    |
| C   | 70-79   |       |       |   |        |   |       |   |       |   |       |   |                    |
| D   | 60-69   |       |       |   |        |   |       |   |       |   |       |   |                    |
| F   | 59 points or below  |       |       |   |        |   |       |   |       |   |       |   |                    |

Exceeds expectations of the course and the curricular requirements. Students' exam and assignment scores are consistently among the highest within the peer group. The written/graphic work is consistently insightful, imaginative, well-constructed, and proofread. The student employs critical thinking skills using argument and support, synthesis, and precise language while developing a clear and identifiable personal voice. This student is an excellent researcher and demonstrates clear knowledge of research skills, proper documentation of sources/ case studies, and accurate use of architectural language and graphic conventions to relay design intent. This student is very motivated to succeed in the class, participates often, and (in the appropriate course studio setting) takes measures to connect with their instructors and their peers in a mature and reasoned manner. The studio design work is comprehensive, going above and beyond to integrate all course goals, objectives, and basic components. The work stands out as exemplary among their peers.

"B"

Fulfills expectations of the course and the curricular requirements. Students' exam scores consistently meet the average in the peer group. The written work is usually a good response to the assignment and is well written, thoughtful and shows clear and independent thinking. This student begins to illustrate competence in critical thinking skills such as argument and support, but their work is not consistently proofread, nor clearly demonstrates complete mastery of your chosen subject matter. This student is a good communicator, but could work a bit harder on clarity, argument, research, and documentation of sources. They are motivated to succeed in the class and occasionally participate in class discussions (where applicable), or attempt to meet with their instructor. Their work shows promise of development and synthesis.

"C"

Under-achieves expectations. A final grade of "C" in this course illustrates that the student fulfilled most of the requirements of the course, almost fulfilled all and met most of the expectations of the course, and/ or did not fulfill all or meet most of the expectations of the course. The C range student is basically getting work done in this course, but without clarity of thought and little or no critical inquiry. The exam/ assignment scores are either just below or well below (depending upon the +/-) the average for the class. This student shows little or no personal voice and is somewhat (or completely) unfocused. This student is somewhat competent in their written and graphic work, but it is often fragmented and the material is either not (or more often than not) synthesized. In the appropriate size class, this student rarely participates in class discussions and does not make (or rarely makes) an attempt to meet with their instructor to go over their work. Often you are unfocused during studio time, in your written, graphic and/or oral presentations, and personal design process/ work flow/ time management. Few critical thinking skills such as argument and support are exhibited in their work, and they often resort to opinion instead of reason. This student occasionally shows motivation to succeed, but it is not on a consistent basis. With consistent dedication to improving in those areas where the work and skills are insufficient (and by using the resources provided by their instructor and the university centers for writing and learning) this student could improve. Often, this student does not have the required personal laptop computer, struggles with graphic (hand drawn or otherwise) conventions and architectural computer programs.

Note: C- is not a grade that can be given in the official final or midterm grade for courses but may be used as a marker for projects and exams within the course to distinguish between C and D work.

"D"

Does not meet most expectations. A final grade of a "D" in this course illustrates that the student did not meet most of the expectations or requirements of the course or the curriculum. This student is barely meeting the requirements of this course. There is a serious, consistent lack of work and/ or excessive personal absence in the course (unexcused). They may have missed assignments, classes, exams, and/or presentations (unexcused). Their work is without any clarity of thought, shows no critical inquiry or use of architectural graphic conventions/ and programs. Their exam/ assignment grades and graphic skills may be in the lowest percentage of the classes, and their written work/ and design work shows no personal voice, no research skills, or research documentation skills. This student may be using research resources without proper documentation. Their work, on the whole is unfocused, fragmented not synthesized, potentially cynical, or opinionated. The student did not take responsibility for the quality of the work, and made little or no effort to contact their instructor to find out how to do better within the course. When applicable, this student does not participate in class discussions and may be disrespectful to their peers or instructor. There is little/ to no work in the google drive folder, and it is not reflective of progressive learning throughout the time of the course. They illustrate no motivation.

"F"

Fails all expectations of the requirements and expectations of this course. This student may have missed all or most of their assignments, exams, classes, and presentations. There is little/ to no work in their google drive folder. They show no interest in their work. They made no attempt to improve their situation.

Participation and absences are accumulated beginning with the first day of class on **January 16, 2018**. If you do not come to class, you may assume that you have received zero (0) points for the class period unless you have a university approved excuse in one of the following classifications:

1. Participation in an activity appearing on the University authorized activity list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings that requires a student's presence.

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|  | <ol style="list-style-type: none"> <li>5. Religious holy day.</li> <li>6. Confinement because of illness.</li> <li>7. Required participation in military duties.</li> </ol> <p><u>If you miss class for one of these reasons, you must provide a memorandum plus supporting documentation to clear the absence from your record. These documents will be accepted for ONE WEEK AFTER THE ABSENCE HAS OCCURRED. There will be NO exceptions to this rule. This includes student-athletes who are to provide university forms for reporting absences to participate in approved competitions. Emails will not be accepted to clear these absences. After that, the involvement grade stands.</u> If you have another reason other than these seven for being absent, you may submit a memorandum with supporting documentation requesting that the absence be removed from you record for ONE WEEK AFTER THE ABSENCE HAS OCCURRED. There will be NO exceptions to this rule. All requests will be reviewed and approved or disapproved based upon the justification that you provide in your memorandum. While other reasons for being absent are rarely approved; it is understood that you might feel that there is a higher priority that requires you to miss class. In accepting your decision to miss class, you must also be willing to accept the instructor's decision to not award you involvement points for the class or classes that are missed. To assist you in recovering lost points, there is an opportunity to earn up to 500 additional points towards your final grade</p>  |
| <b>Personal Conduct</b>                              | <p>Students and faculty are expected to conduct themselves in ways that support individual learning and the learning of others. To that end members of the classroom community will conduct themselves in a professional and ethical manner to achieve these objectives. Any conduct construed to interfere with the learning opportunities of members of the class may result in the removal of the student from the class for that day. Repeated inappropriate conduct will result in permanent removal from the class. Based upon the fact that you are preparing for professional employment, you are expected to adhere to the following specific guidelines:</p> <ol style="list-style-type: none"> <li>1. During regular class periods <u>all students are expected to dress appropriately</u> in accordance with university regulations so that no disruptions in the learning experience will occur.</li> <li>2. <u>No hats or caps will be allowed to be worn in the classroom during class sessions.</u> If you elect to wear a hat or cap during the lectures or class discussion, your decision will be respected. However you should also respect the instructor's decision to not award you daily participation points based upon that decision.</li> <li>3. <u>Dress Code for Presentations:</u> Professional dress is expected for all design and technical presentations in class. Failure to adhere to the guidelines posted by the instructor will result in a deduction of ten percent (10%) from your final presentation score.</li> <li>4. <u>No food or drink</u> is allowed in the classroom at any time.</li> <li>5. <u>Cellular telephones are to be turned off or put on silent ring tone</u> during the class period. Texting is strictly prohibited during the class period. No "ear phone" units will be allowed. If your cell phone rings during the lecture or you are texting you are subject to losing all participation point for that class period.</li> <li>6. <u>Laptops must emit no noise.</u> Make sure your laptop is warmed up and your battery charged before class starts. A laptop is allowed only for taking notes or accessing relevant course material during the class. Checking email, playing a game, messaging and other non-class related activities are not allowed at any time.</li> <li>7. <u>Harassment</u> of your fellow students of any kind will not be tolerated.</li> <li>8. <u>No children, friends, family members or guests are allowed in the class without prior approval.</u> Failure to adhere to this rule will result in a "0" for that class period.</li> </ol> |
| <b>Conduct of the Class and Care of the Facility</b> | <p>Please note the following rules for the conduct of the class.</p> <ol style="list-style-type: none"> <li>1. <u>Class will begin at the appointed time.</u></li> <li>2. <u>Class is dismissed when so indicated by the instructor.</u> Students are expected to be on time and stay throughout the entire class period. Leaving the classroom before the class is dismissed without prior approval from the instructor will result in a loss of participation for that class.</li> <li>3. All class members are required to <u>keep the classroom in a clean and orderly manner</u> to facilitate the number of students using it each day. Failure to maintain the classroom as</li> </ol>  |

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|   | <p>requested by the instructor will result in a deduction in participation points for all class members for that date of instruction.</p> <p>4. <u>Lecture Notes and Handouts</u> will be sent to your official university email. Handouts distributed during a class period will not be distributed at any other time. It is the student's responsibility to get a copy from another student or source.</p>  |
| <b>Submission of Assignments:</b>                                 | Assignments are due at the start of the class session. No late work will be accepted without proper documentation.  |
| <b>Formatting Documents:</b>                                      | Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to save the document in either the Microsoft Word, Rich-Text, or plain text format.  |
| <b>Exam Policy:</b>   | Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).  |
| <b>University Rules and Procedures</b>                            |   |
| <b>Disability Statement (See Student Handbook):</b>               | Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Students should also inform the instructor of their need for accommodations immediately at the outset of the course so that a solution designed to be successful in class can be produced.  |
| <b>Academic Misconduct (See Student Handbook):</b>                | You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.   |
| <b>Forms Of Academic Dishonesty:</b>                              | <ol style="list-style-type: none"> <li>1. <b>Cheating:</b> deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.</li> <li>2. <b>Academic misconduct:</b> tampering with grades or taking part in obtaining or distributing any part of a scheduled test.</li> <li>3. <b>Fabrication:</b> use of invented information or falsified research.</li> <li>4. <b>Plagiarism:</b> unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.</li> </ol> <p>If there is a suspicion of Plagiarism or other academic misconduct, you will be notified in writing via email. If the behavior is not corrected immediately, the issue will be referred to the Director of Architecture.</p> |
| <b>Nonacademic Misconduct (See Student Handbook)</b>              | The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either: (1) the instructor's ability to conduct the class; (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.  |
| <b>Sexual misconduct (See Student Handbook):</b>                  | Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.  |
| <b>Student Academic Appeals Process</b>                           | Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.   |
| <b>Technical Considerations for Online and Web-Assist Courses</b> |   |
| <b>Minimum Hardware and Software Requirements</b>                 | <p>Pentium with Windows XP or PowerMac with OS 9</p> <ul style="list-style-type: none"> <li>-56K modem or network access</li> <li>-Internet provider with SLIP or PPP</li> <li>-8X or greater CD-ROM</li> <li>-64MB RAM</li> <li>-Hard drive with 40MB available space</li> <li>-15" monitor, 800x600, color or 16 bit</li> <li>-Sound card w/speakers</li> <li>-Microphone and recording software</li> <li>-Keyboard &amp; mouse</li> </ul>  |

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|   | <p>-Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins</p> <p><b>-Participants should have a basic proficiency of the following computer skills:</b></p> <ul style="list-style-type: none"> <li>·Sending and receiving email</li> <li>·A working knowledge of the Internet</li> <li>·Proficiency in Microsoft Word</li> <li>·Proficiency in the Acrobat PDF Reader</li> <li>·Basic knowledge of Windows or Mac O.S.</li> </ul>   |
| <b>Netiquette (online etiquette):</b>             | Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.  |
| <b>Technical Support:</b>                         | Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282  |
| <b>Communication Expectations and Standards:</b>  | All emails or discussion postings will receive a response from the instructor, usually within 48 hours. Urgent emails should be marked as such. Check regularly for responses. You can send email anytime that is convenient to you, but the instructors will check their email messages continuously during the day throughout the work-week (Monday through Friday) during normal office hours. Instructors should respond to email messages during the work-week by the close of business (5:00 pm) on the day following <b>their receipt</b> of them. Emails received on Friday will be responded to by the close of business on the following Monday.  |
| <b>Submission of Assignments-On Line Courses:</b> | Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.   |
| <b>Discussion Requirement-On Line Courses:</b>    | <p>Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.</p> <p>Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.</p> <p><b>It is strongly suggested</b> that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.</p> |

**ACCREDITATION/ASSESSMENT CRITERIA Table No. 1-NAAB CRITERIA**

This course is structured to assist the student meet the following criteria shown in **Table No. 1** as established by the National Architectural Accreditation Board (NAAB). To view the entire list, go to the NAAB website, [www.naab.org](http://www.naab.org) and access "2014 NAAB Conditions for Accreditation."

| Performance Criteria | Ability<br><input checked="" type="checkbox"/> | Understanding <input checked="" type="checkbox"/> | Course Learning Outcomes Competencies (T, R, I) |                 |                              |
|----------------------|--|---|---|-----------------|------------------------------|
|                      |  |   | T<br>Taught                                     | R<br>Reinforced | I<br>Utilized/<br>Integrated |

**REALM A: Critical Thinking and Representation**


|   |  |  |  |  |  |
|---|--|--|--|--|--|
| A.1. Professional Communication Skills (Ability)          |  |  |  |  |  |
| A.2. Design Thinking Skills (Ability)                     |  |  |  |  |  |
| A.3. Investigative Skills (Ability)                       |  |  |  |  |  |
| A.4. Architectural Design Skills (Ability)                |  |  |  |  |  |
| A.5. Ordering Systems (Ability)                           |  |  |  |  |  |
| A.6. Use of Precedents (Ability)                          |  |  |  |  |  |
| A.7. History and Global Culture (Understanding)           |  |  |  |  |  |
| A.8. Cultural Diversity and Social Equity (Understanding) |  |  |  |  |  |



| REALM B: Building Practices, Technical Skills, and Knowledge             |                                     |                                     |                                     |  |  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|--|--|
| B.1. Pre-Design (Ability)  |                                     |                                     |                                     |  |  |
| B.2. Site Design (Ability)   |                                     |                                     |                                     |  |  |
| B.3. Codes and Regulations (Ability)                                     |                                     |                                     |                                     |  |  |
| B.4. Technical Documentation (Ability)                                   |                                     |                                     |                                     |  |  |
| B.5. Structural Systems (Ability)  |                                     |                                     |                                     |  |  |
| B.6. Environmental Systems (Ability)                                     |                                     |                                     |                                     |  |  |
| B.7. Building Envelope Systems and Assemblies (Understanding)            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |  |
| B.8. Building Materials and Assemblies (Understanding)                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |  |  |
| B.9. Building Service Systems (Understanding)                            |                                     |                                     |                                     |  |  |
| B.10. Financial Considerations (Understanding)                           |                                     |                                     |                                     |  |  |
| REALM C: Integrated Architectural Solutions                              |                                     |                                     |                                     |  |  |
| C.1. Research (Understanding)  |                                     |                                     |                                     |  |  |
| C.2. Integrated Evaluations and Decision-Making Design Process (Ability) |                                     |                                     |                                     |  |  |
| C.3. Integrative Design (Ability)  |                                     |                                     |                                     |  |  |
| REALM D: Professional Practice   |                                     |                                     |                                     |  |  |
| D.1. Stakeholder Roles in Architecture (Understanding)                   |                                     |                                     |                                     |  |  |
| D.2. Project Management (Understanding)                                  |                                     |                                     |                                     |  |  |
| D.3. Business Practices (Understanding)                                  |                                     |                                     |                                     |  |  |
| D.4. Legal Responsibilities (Understanding)                              |                                     |                                     |                                     |  |  |
| D.5. Professional Conduct (Understanding)                                |                                     |                                     |                                     |  |  |









#### ACCREDITATION/ASSESSMENT CRITERIA TABLE 2: ACCE CRITERIA

This course is structured to assist the student meet the following criteria shown in **Table No. 1** as established by the American Council for Construction Education (ACCE) *Standards and Criteria for Accreditation*. To view the entire list, go to the ACCE website, [www.acce-hq.org](http://www.acce-hq.org) and view the "Accreditation Procedures."





| Course Learning Outcomes:  <a href="#">Edit to fit your course.</a>  | Competencies<br>(T, R, I)           |                                     |                              |
|---|-------------------------------------|-------------------------------------|------------------------------|
|   | T<br>Taught                         | R<br>Reinforced                     | I<br>Utilized/<br>Integrated |
| 1. <b>General Education (Communications, social sciences and humanities):</b> The ability to communicate both orally and in writing, and have an understanding of human behavior.   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                              |
| 2. <b>Math and Science (Mathematics and Physical Science):</b> The ability to apply the principles of mathematics, statistics and computer science. The understanding of the behavior of materials, equipment and methods used in construction combined with knowledge of physics, chemistry, geology and environmental sciences.   |                                     | <input checked="" type="checkbox"/> |                              |
| 3. <b>Business and Management:</b> The knowledge to effectively manage the principle resources of the industry: people and money. Understanding the fundamentals of the free-enterprise system to include accounting, finance, business regulations, contract law, labor law, and marketing.  |                                     | <input checked="" type="checkbox"/> |                              |
| 4. <b>Construction Science:</b> An understanding of the contribution of the design process. The ability to communicate with the design professionals and participation in the planning phase of design-build projects. The ability to solve practical communication problems.   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                              |
| 5. <b>Construction:</b> Involvement and understanding of both office and field activities to include effective management of personnel, materials, equipment, costs and time. The understanding of the contractor's role as a member of a multi-disciplinary team, the assessment of project risk and alternative construction methods (Traditional Design-Bid-Build, Construction Manager and Design-Build). | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                              |
| 6. <b>Other:</b>  |                                     |                                     |                              |











## COURSE OUTLINE: EVENT AND LECTURE SCHEDULE










This schedule is subject to change as the semester proceeds in order to cover the most important material in the time allotted. Any revisions will be duly noted and announced in class. All referenced readings are taken from the required text.

|   |                             |   |                                  |
|---|-----------------------------|---|----------------------------------|
|  | Registration/Assembly Dates |  | Dates exam scores will be posted |
|  | Key Dates                   |  | Holidays                         |
|  | Graduation Applications     |  | Guest lectures                   |
|  | Dates for Exams             |  | Project Team Workshop            |

### 16 WEEK CALENDAR

|  |  |   |  |
|--|--|---|--|
| <b>Week One: Topic</b><br><b>January 15-19, 2018</b>   | <b>Concrete Construction</b>             |   |  |
| Chapter (s):   | Read Chapter 13                          |   |  |
| Assignment (s):  | Review Questions, Notes, Worksheet       |   |  |
| University Events:    | January 15, 2018<br>[Monday]             |    | MARTIN LUTHER KING DAY (University Closed; instruction begins 01/19/2016)                              |
|  | January 19, 2018<br>[Friday]             | <b>UNDERGRADUATE: LATE REGISTRATION/ADD COURSES/CHANGE COURSE SCHEDULE ENDS. LAST DAY TO CHANGE MAJOR OR ANY OTHER MATRICULATION CHANGE FOR SPRING 2018</b> |  |
| <b>Week Two: Topic</b><br><b>January 22-26, 2018</b>   | <b>Sitecast Concrete Framing Systems</b> |   |  |
| Chapter (s):   | Read Chapter 14                          |   |  |
| Assignment (s):  | Review Questions, Notes, Worksheet       |   |  |
| University Events:  | January 25, 2018<br>[Thursday]           | GENERAL STUDENT ASSEMBLY: All students to attend.<br>(Time to be announced.)<br><i>Note: This is a change in the day from Wednesday to Thursday!</i>        |  |
| <b>Week Three: Topic</b><br><b>January 29-February 2, 2018</b>   | <b>Precast Concrete Framing Systems</b>  |   |  |
| Chapter (s):   | Read Chapter 15                          |   |  |
| Assignment (s):  | Review Questions, Notes, Worksheet       |   |  |
| University Events:   |  |   |  |
|  | January 31, 2018<br>[Wednesday]          | <b>CENSUS DATE (12<sup>TH</sup> CLASS DAY): COURSE RESERVATIONS CANCELLED FOR NON-PAYMENT.</b>  |  |
|  |  | <b>LAST DAY TO WITHDRAW FROM COURSE WITHOUT ACADEMIC RECORD.</b>  |  |
|  |  |    | <b>SPRING 2018 GRADUATION LATE APPLICATION DEADLINE. There will be NO exceptions to this deadline.</b> |
|  | February 1, 2018<br>[Thursday]           | <b>NOTE! WITHDRAWAL FROM COURSES "WITH ACADEMIC RECORD" (W) BEGINS; ENDS APRIL 2, 2018</b>  |  |
| <b>Week Four: Topic</b><br><b>February 5-9, 2018</b>   | <b>Roofing</b>                           |   |  |

|  |  |   |
|--|--|---|
| Chapter (s):   | Read Chapter 16  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet, Submit Sketchbook with at least (1) Site Visit |   |
| University Events:      |  |   |
| <b>Week Five: Topic</b><br><b>February 12-16, 2018</b>   | <b>Glass and Glazing</b>   |   |
| Chapter (s):   | Read Chapter 17  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet   |   |
| University Events:      | February 12, 2018<br>[Monday]  | <b>NOTE! 20<sup>TH</sup> CLASS DAY</b>  |
| <b>Week Six: Topic</b><br><b>February 19-23, 2018</b>  | <b>Windows and Doors</b>   |   |
| Chapter (s):   | Read Chapter 18  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet   |   |
| University Events:      |  |   |
| <b>Week Seven: Topic</b><br><b>February 26-March 2, 2018</b>   | <b>Designing Exterior Wall Systems</b>   |   |
| Chapter (s):   | Read Chapter 19  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet   |   |
| University Events:      |  |   |
| <b>Week Eight: Topic</b><br><b>March 5-9, 2018</b>   | <b>Midterm</b>   |   |
| Chapter (s):   | Study  |   |
| Assignment (s):  | Submit Sketchbook with at least (2) Site Visit Entries                             |   |
| University Events:    |  |   |
| <b>Mid-Term Exam</b>  | March 8-10, 2018 Thursday through Saturday   |   |
| <b>Week Nine: Topic</b><br><b>March 12-16, 2018</b>  | <b>SPRING BREAK!</b>   |   |
| Chapter (s):   |  |   |
| Assignment (s):  |  |   |
| University Events:    |  |   |
| <b>Week Ten: Topic</b><br><b>March 19-23, 2018</b>   | <b>Cladding with Masonry and Concrete</b>  |   |
| Chapter (s):   | Read Chapter 20  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet   |   |
| University Events:    | March 19, 2018<br>[Monday]   | <b>Opening of Fabrication Building</b>  |
|  | March 20, 2018<br>[Tuesday]  |  <b>MID-TERM EXAM GRADES DUE</b> |
| <b>Week Eleven: Topic</b><br><b>March 26-30, 2018</b>  | <b>Cladding with Metal and Glass</b>   |   |
| Chapter (s):   | Read Chapter 21  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet   |   |
| University Events:    | March 28, 2018   | <b>Founders Day/Honor Convocation</b>   |

|  |  |   |
|--|--|---|
|  | [Wednesday]<br>March 30, 2018<br>[Friday]                                  |  Good Friday [Student holiday]   |
| <b>Week Twelve:</b> Topic<br><b>April 2-6, 2018</b>  | <b>Selecting Interior Finishes</b>   |   |
| Chapter (s):   | Read Chapter 22  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet   |   |
| University Events:    | April 2, 2018<br>[Monday]  | <b>NOTE!</b> WITHDRAW FROM COURSE "WITH RECORD ("W") ENDS.  |
|  | April 1-5<br>[Monday-Thursday]   | NAAB Site Visitation at School of Architecture<br><i>Note: The detailed schedule is subject to confirmation by Dean Sabouni.</i>  |
| <b>Week Thirteen:</b> Topic<br><b>April 9-13, 2018</b>   | <b>Interior Walls and Partitions</b>                                       |   |
| Chapter (s):   | Read Chapter 23  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet   |   |
| University Events:    | April 10, 2018<br>[Tuesday]  | <b>NOTE!</b> PRIORITY REGISTRATION BEGINS FOR FALL 2018 SEMESTER.   |
|  | April 13, 2018<br>[Friday]   | <b>NOTE!</b> SUMMER AND FALL 2018 GRADUATION APPLICATION DEADLINE. <b>There will be NO exceptions to this deadline.</b>   |
| <b>Week Fourteen:</b> Topic<br><b>April 16-20, 2018</b>  | <b>Finish Ceiling and Floors</b>   |   |
| Chapter (s):   | Read Chapter 24  |   |
| Assignment (s):  | Review Questions, Notes, Worksheet   |   |
| University Events:    |  |   |
| <b>Week Fifteen</b> Topic<br><b>April 23-27, 2018</b>  | <b>Final Exam</b>  |   |
| Chapter (s):   | Read   |   |
| Assignment (s):  | Notes, Worksheet, At least (2) more Site Visit Entries – Submit Sketchbook |   |
| University Events:  |  |   |
| <b>Week Sixteen</b><br><b>April 30-May 4, 2018</b>   |  |   |
|  | April 30, 2018<br>(Monday)   | COURSE REVIEW DAY (Classes must convene and instructors will prepare students for Final Exams)  |
|  | May 1, 2018<br>(Tuesday)   | COURSE REVIEW DAY (Classes must convene and instructors will prepare students for Final Exams)<br><b>LAST DAY OF CLASSES FOR SPRING 2018 SEMESTER</b><br>LAST DAY TO WITHDRAW FROM UNIVERISTY FOR SPRING 2018 SEMESTER. |
|                     | May 2-8, 2018<br>[Wednesday-Tuesday]                                       | FINAL EXAMINATION PERIOD  |
|                     | May 8, 2018<br>[Tuesday]   | FINAL GRADES DUE FOR GRADUATING CANDIDATES<br><i>NOTE: To be confirmed!</i>   |
|                     | May 11, 2018<br>[Friday]   | COMMENCEMENT-Doctoral and Masters<br><i>NOTE: The change in commencement ceremonies!</i>  |
|  | May 12, 2018<br>[Saturday]   | COMMENCEMENT-Bachelors<br><i>NOTE: The change in commencement ceremonies!</i>   |
|                     | May 15, 2018<br>[Tuesday]  | FINAL GRADES DUE FOR ALL STUDENTS   |

In order to assure that you have read over this entire document you are required to sign the Statement of Agreement on the final page of the syllabus and return it at the start of second class period. This will be our contract that you have read over the entire syllabus and that you understand what is expected of you in this class.

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**STATEMENT OF AGREEMENT**

I have read the Course Syllabus for **ARCH 3283** for the Spring Semester 2018, including the Class Lecture and Event Schedule, and agree to abide by the conditions for the class as spelled out in this document. My signature indicates my personal commitment to meeting the course objectives and succeeding in this educational endeavor.

\_\_\_\_\_  
Signature-Student

\_\_\_\_\_  
Student name (Please print neatly)

\_\_\_\_\_  
Student ID #

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature-Instructor

\_\_\_\_\_  
Instructors name

\_\_\_\_\_  
Date

---

**RETURN THIS PAGE FROM THE SYLLABUS TO THE INSTRUCTOR TO COMPLETE YOUR ENROLLMENT IN THIS COURSE.**

RECEIVED WITH STUDENT'S SIGNATURE: \_\_\_\_\_

ENTERED INTO GRADE BOOK: \_\_\_\_\_