PRAIRIE VIEW A&M UNIVERSITY

SYLLABUS

Course Title:	**Architecture Design VIII**				
Course Prefix:	**ARCH**	**Course No.:**	**4476**	**Section No.:**	**P01/P81**

HGAC Back Home Pilot FEMA Home designed by Professor Pottorf and Professor Ward

Regenerative Regionalism and service learning, as a framework for weaving culture, climate and ecology into long term housing solutions post disaster for communities facing sustained environmental injustice in the Gulf Coast.

"Public interest design is transforming architectural practice. Conventional architectural practice depends upon clients to pay for needed services, thus limiting the architect's obligation to address public needs unmet by the private market. Much of the work of public interest design practices is to figure out ways to serve people who cannot afford the services of our profession and to address systemic problems in the built environment that create the needs in the first place."

Report - AIA Wisdom from the Field: Public Interest Architecture in Practice

"Service learning and community research were very important to the environmental justice movement. Service learning allowed environmental justice experts at historically black colleges and universities to integrate community research with

fence-line communities in their classrooms. It is important to highlight that underserved, economically disenfranchised and people of color communities have experienced more than their fair share of environmental hazards in their backyards. Students and faculty working with or volunteering with community-based organizations were able to see first hand the inequalities and inequities that that existed when it came to cleaning up toxic waste sites or addressing serious environmental challenges to people's health in low-wealth communities."

– Dr. Glenn Johnson

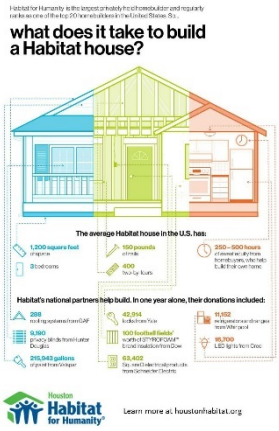
School of Architecture	Department: Architecture ☑ Construction Science ☐ Art ☐ Digital Media Art ☐ Community Development ☐
Course Location:	Nathelyne Archie Kennedy Building, Room **116**
Class Meeting Days & Times:	Mondays, Tuesdays, Wednesdays, Thursdays; 1:00-3:20 PM
Catalog Description:	"(6-0) Credit 6 semester hours. Problem solving and presentation of advanced design principles, concepts and ideas as applied to architectural problems."
Prerequisites:	
Co-requisites:	
Mode of Instruction:	x **Face-to-face** ☐ **On-line** ☐ **Hybrid**
Instructor:	Michelle Pottorf, AIA, CPHC, LEED AP Adjunct Assistant Professor
Office Location:	School of Architecture, Prairie View A&M University, Room 243
Office Telephone:	(832) 372-5497
Fax:	(936) 261-9826
Email Address:	mdpottorf@pvamu.edu
U.S. Postal Service Address:	Prairie View A&M University P.O. Box 519 Mail Stop 2100 Prairie View, TX 77446
Office Hours:	Monday, Tuesday, Wednesday, Thursday 12:20-1:00 PM; 3:20-5:00 PM OTHER HOURS BY APPOINTMENT. 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.
Virtual Office Hours:	

Required Text:	The Architects Studio Companion: Rules of Thumb for Preliminary Design (6th Edition); Authors: Edward Allen and Joseph Iano; Publisher: Wiley, Inc. ISBN: 1119092418 Architectural Graphic Standards (Eleventh Edition)(Student Edition); The American Institute of Architects; ISBN: 978-0-470-08546-2
Optional Text:	Big Little Houses Designed by Architects, Donna Kacmar; Publisher: Routledge, 2015: ISBN: 978-1138024205 Pocket Neighborhoods: Creating Small-Scale Community in a Large Scale World, Ross Chapin; Publisher: Taunton Press, 2011, ISBN 978-1600851070
Recommended Text/ Readings:	To be distributed by the Professor during Studio.
Learning Resources	**PVAMU Library**: Telephone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ 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.
	University Bookstore: Telephone: (936) 261-1990 web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d
	The Writing Center Telephone: (936) 261-3700 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.
	Student Academic Success Center Telephone: (936) 261-1040 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 ***"Navigation to Graduation"***.

The Tutoring Center
John B. Coleman Library in Room 209
Telephone: (936) 261-1561
Hours: Monday through Thursday 12 pm to 9 pm and Friday from 8 am to 5 pm.
Email: AEtutoring@pvamu.edu
Open to **all** undergraduate students enrolled for credit in targeted PVAMU courses. offers help for:

- Microeconomics, Macroeconomics
- Management Information Systems
- History, Government
- Statistics, Basics – Calculus II
- Psychology, Sociology
- English (Basics – Freshman Comp II), Speech
- Spanish I&II
- Biology (Pre-Med, Pre-Nursing)
- Chemistry (Bio & Nursing Majors)
- Physics
- Materials & Science

Course Goals and Overview:



Affordable housing is a critical component in reconciling social justice issues within a regenerative ecological system. To deliver truly affordable housing, the designer must address socio-ecological forces across all scales of the interdependent network that forms a community. At the building scale, issues of energy use, water use, material sourcing, durability, toxicity, constructability, and life cycle cost must all be considered and coordinated through an integrated design process. At the scale of an urban block, the interrelationship of individual homes must be designed such that neighbors form meaningful bonds and support networks. These "pocket neighborhoods," in both program and form, must then play a value-adding role in the community at large such that interdependencies and feedback loops are built into the community fabric.

This studio will engage in public-interest-design for the Independence Heights neighborhood in Houston. Building on years of service that PVAMU 4th year studios have provided to the neighborhood, this studio is asked to culminate that work into the foundation of a modular, affordable home system that will be developed into the PVAMU design-build program. The goal is to build modular homes in the Fabrication Laboratory for delivery to communities such as Independence Heights. Students will be asked to design modular components, within given constraints, to address various living scenarios. The studio will build a PVAMU library of components that can be combined and cross-pollinated in various ways to produce high performance, net zero, resilient, affordable, and beautiful homes. The components will be utilized by the PVAMU Race to Zero Competition team to compile a design solution for entry into this year's competition. All students in the studio are encouraged to participate in that process.

Beyond simply designing the components and how they fit together to form a home, students must envision how individual homes will be sited into Pocket Neighborhoods as an infill solution for the community. Each Pocket Neighborhood must close the loop, to the degree possible, on the following systems: energy, water, food, waste, materials. Systems which cannot be closed at the Pocket Neighborhood scale must then be closed at the larger community scale through green infrastructure. The studio will conclude by finalizing a studio-wide master plan vision for the neighborhood. The

	master plan will consolidate and evolve the best ideas for the neighborhood in housing, civic structures, and green infrastructure. This vision will be represented in finished models and renderings that will be presented to the community.

Course Outcomes/Learning Objectives	
At the end of this course, the students will:	
4476.1	Possess the ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a complex architectural problem addressing issues of resilience and social wellness among others.
4476.2	Possess the ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
4476.3	Possess the ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
4476.4	Possess the ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.
4476.5	Possess the ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system for a complex and comprehensive building design.
4476.6	Understand the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
4476.7	Understand the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

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:** Weekly Assignments will be graded each week and marked for changes. No late assignments will be accepted.
- **Mid-Term/Final Presentations:** Presentations to Guest Reviewers are required to pass the class.
- **Class Attendance/Participation:** Daily attendance and participation in class discussions. The instructor will evaluate the student's participation in the class. Students will lose points for being tardy to class, sleeping in class, not paying attention in class, being disruptive to the class, failing to turn off cell phones, texting, etc.

Grading Matrix

Instrument	Value (points or percentages)	Total
1/3 term Home Design Presentation, Architectural Drawings	100	**20%**
1/3 term Home Design Study Models	50	**10%**
2/3 term Final Home Design Presentation, Architectural Drawings	100	**20%**
2/3 term Home Construction Drawings, Energy Modeling, Cost Analysis	50	**10%**
2/3 term Home Design Final Model	50	**10%**
Neighborhood Master Plan & Final Model	50	**10%**
Assignments/Design Process/Work Flow	50	**10%**
Attendance/Participation	50	**10%**
TOTAL POTENTIAL POINTS	500	**100%**
Grade Determination:	A = 90-100 points B = 80–89 points C = 70–79 points D = 60–69 points; F = 59 points or below	

Course Procedures

Taskstream	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.
University Attendance Policy:	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.

Instructor's Attendance and Participation Policy

As a student in a professional practice course at Prairie View A&M University you are expected to attend each class. Class attendance is recorded on roll sheets that are circulated to record your name and signature.
Studio will run on Monday, Tuesday, Wednesday and Thursday, promptly from 1:00pm to 3:20pm. Students are expected to sign in, be present and working in studio during these times. All students must attend studio, lectures and discussions each week on time. Students are expected to use the studio space for production, reflection and academic conversation during the semester. Take advantage of the resources of your colleagues, the energy of the studio, and the space provided by the school by working in studio. Respect your colleagues, keep the space as quiet, clean and orderly as it needs to be to facilitate a working atmosphere. A designated area for studio meetings and pin ups consisting of a large table, space and a wall should be kept clear and useable at all times. Your computer and other materials need to be with you in the studio, at least when you are there. Students, as well as instructors, are expected to treat each other with mutual respect as outlined in the PVAMU Studio Culture policy, available from the School office.

All absences must be accompanied with a medical doctor's note and discussed with the instructor in advance when applicable. Consistent absences without prior consent or a doctor's note will result in grade reduction by one level (e.g. from B+ to B).

You are not in competition with your fellow classmates for points. Focus energy on achieving your own highest potential and individual best process and design. Grade Descriptions Below:

Grade	**Range**
A	90-100
B	80-89
C	70-79
D	60-69
F	59 points or below

Grading of Assignments:
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.

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.

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.

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.

Final Grades
"A"
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

Instructor's Attendance and Participation Policy	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

Instructor's Attendance and Participation Policy	(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. You are <u>not</u> in competition with your fellow classmates for points. Participation and absences are accumulated beginning with the first day of class on. 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. 5. Religious holy day. 6. Confinement because of illness. 7. Required participation in military duties. <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.
1/3 Term Design Presentation:	**1/3 Term Home Design Presentation.** 1/3 Term presentation should include but is not limited to Basic Components of Design to meet both the DoE Zero Energy Ready Home and PHIUS+2015 certification requirements. At this point in the semester you should have **preliminary design analysis, site plan, plans, elevations, sections, 3d Revit-generated components, exterior renderings, interior renderings and study models.** Present working diagrams and process drawings that illustrate your design intent. **Sustainability Diagram, Site Model, Study Building Model and the Building Section Drawing.** You will be assessed on **Graphics, Sustainability Measures,** and overall **Project Presentation**. Use the feedback and conversation during the review to refine, edit, and complete the design details for the final review. Each review is a unique opportunity to extend architectural dialogue and investigation with visiting professionals, attentive, respectful behavior is critical during peer presentations. (Drawings: 100 Points, Models: 50 Points)

2/3 Term Design Presentation:	**Final Home Design Presentation.** Your final design presentation must include your final home designs within the context of a Pocket Neighborhood. Your final presentation should be graphically designed to support your overall project statement and approach. This is an opportunity to integrate, refine, edit and complete the design based on the 1/3 term feedback loop. By this presentation, you will have made final design decisions, layered another round of tracings, edits and details into your design work to best illustrate your architectural position. You will have also developed construction drawings, completed an energy model, and a life cycle cost analysis. Presentation boards should be graphically designed as one composition (square or linear). Final presentation should include, but is not limited to, updated material from 1/3 Term Presentation and newly developed material. You will be assessed on **Graphics, Sustainability Measures, Construction Drawings,** and overall **Project Presentation**. **Final Race to Zero submittal.** ALL individual and group Files Must be Uploaded to the Student Folder online. (Drawings: 100 Points, Models: 50 Points, Construction Drawings, Energy and Life Cycle Analysis: 50 points)
Community Presentation:	**Master Plan Design Presentation.** The best individual housing, civic and green infrastructure projects for the entire year must be updated to the studio Masterplan. Presentation boards should be graphically designed as one composition (square or linear). The Final Presentation to the community will include a rendered master plan and a master site model. The entire studio team will be assessed on **Graphics, Sustainability Measures,** and overall **Project Presentation**. You will be individually judged on your particular contribution to the final deliverables. ALL individual and group Files Must be Uploaded to the Student Folder online. (50 Points)
Other Assignments:	**Neighborhood and Site Analysis Diagrams.** You will turn in/ print and present graphically coherent and compelling analysis at both the neighborhood and building site scales during the Midterm and Final Presentations. This analysis should fully support your design decisions. **Neighborhood Master Plan, Site Plan, + Preliminary Research.** You will turn in/ print and present well developed 24" x 48" drawing during the Midterm and Final Presentation that clearly communicates a regenerative vision for the neighborhood as well as the role that the Elementary School building and site will play in that vision. **Illustrated Architectural Sustainability Diagram.** You will turn in/ print and present well developed 24" x 48" drawing during the Midterm and Final Presentation that clearly communicates the sustainable features and performance measures of the project. **Site + Building Study Models.** You will turn in/ and present your site model during the midterm and final presentations. A study building model is due during the Midterm Presentation and the complete/ updated final site & building model are due during the Final Presentation. **Architectural Line Drawings.** Plans, elevations, sections to scale. 3 line weights, 1 poche, 1 color (10% screen). **Building Section Drawing & Building Relief Section Model**. You will turn in and present your building section drawing during the midterm presentation & the building relief section model during the Final Presentation. You will update/ revise the building section drawing for the final presentation. **3D Modeling.** Three dimensional computer modeling shall include the following: 1. Energy/Daylight/Shading Analysis 2. Exploded axonometric 3. Exterior Renderings 4. Interior Renderings **Class Attendance** and class discussion is required. Each individual will be required to complete required reading from Regenerative Development and Design on a weekly basis in preparation for team discussions and in studio team assignments that will be conducted once per week. Teams will present their work at the end of the studio session. The level of critical thinking demonstrated will account for half of the Attendance/Participation grade (10% of total grade).

Other Assignments:	**Design Process/ Work Flow/Assignments.** Make progress each week producing new/ and or updating drawings and/or models in an academically professional, consistent, intentional, and organized way, incorporate appropriate feedback loops in an integrative way. Present your design process material during the midterm and final presentations in a book format or in a linear timeline along the bottom of the other presentation boards. In addition to design process and work flow, specific assignments may be given as needed including those listed above as well as: 1. Site/Neighborhood Analysis 2. Building Code Analysis 3. Sustainability Goals 4. Building Program: Quantitative + Qualitative 5. Precedent Research
Personal Conduct	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: 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. 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. 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. 4. <u>No food or drink</u> is allowed in the classroom at any time. 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. 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. 7. <u>Harassment</u> of your fellow students of any kind will not be tolerated. 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. **Code of Conduct and Professionalism** All students are expected to abide by the PVAMU Student Code and the academic regulations and standards detailed in the Student Catalog. While team work is encouraged because it provides a critical learning and peer experience, students must complete their individual assignments on their own. Plagiarism and fabrication will not be tolerated. Plagiarism means intentionally or knowingly appropriating, either word for word (or in substance), from **the writing and/or drawing** of another and incorporating these as your own **written and/or design work** offered for credit. Fabrication means the intentional falsification or invention of any information or citation. *Plagiarism, fabrication, and other violations to the*

Personal Conduct	*Student Code of Conduct constitute full and sufficient grounds for disciplinary action.* For this course, we shall be using the American Psychological Association (APA) style of reference and citation. All students are expected to familiarize themselves with the details of the APA style, available here: http://www.apastyle.org/ . Disruptive Behavior that persistently or grossly interferes with classroom activities is considered may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. Email the Professor immediately to address course issues; unresolved matters can be elevated by the student or the professor to the Director of Architecture. All students are also encouraged to follow the American Institute of Architects (AIA) Code of Ethics and Professional Conduct for architects found here: http://aiad8.prod.acquiasites.com/sites/default/files/2016-04/AIA-Ethics-Code-of-Ethics-2012_0.pdf
Conduct of the Class and Care of the Facility	Please note the following rules for the conduct of the class. 1. Class will begin at the appointed time. 2. Class is dismissed when so indicated by the instructor. 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. 3. All class members are required to keep the classroom in a clean and orderly manner to facilitate the number of students using it each day. Failure to maintain the classroom as requested by the instructor will result in a deduction in participation points for all class members for that date of instruction. 4. Lecture Notes and Handouts 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 form another student or source. 5. Monday - LAB + Printing 6. Tuesday - Pin Up, Desk Critique + Presentations 7. Wednesday - Collaborate + Generate 8. Thursday - Collaborate + Generate + Upload Files
Submission of Assignments:	Assignments are due at the start of the class session. **No late work will be accepted** without proper documentation.
Formatting Documents:	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 Microsoft Word, Rich-Text, or plain text format. All communication regarding this course will be conducted through the official PVAMU e-mail service (YOUR_ID@student.pvamu.edu). Back up all digital files and turn in digital files online through the studio assigned google drive folder - *this is a precaution against catastrophic loss of work due to corrupt or unsaved digital files and an opportunity to develop and organize digital work flow and design process. Save as many versions as needed into clearly labeled "working" files.* Use the following naming conventions to save final/presentation quality work into a "presentation" folder: **LastName_FileName_00-00-07.format**
Presentation Policy:	Presentations should be taken as scheduled. No makeup presentations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations and Journals

Passive House Institute U.S. (PHIUS): www.phius.org
Building Science Corporation: www.buildingscience.com

References

Articles on building science may be found at www.buildingscience.com.

University Rules and Procedures	
Disability Statement (See Student Handbook):	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 being successful in class can be produced.
Academic Misconduct (See Student Handbook):	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.
Forms Of Academic Dishonesty:	1. Cheating: 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. 2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test. 3. Fabrication: use of invented information or falsified research. 4. Plagiarism: 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.
Nonacademic Misconduct (See Student Handbook)	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.
Sexual misconduct (See Student Handbook):	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.
Student Academic Appeals Process	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.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements	Pentium with Windows XP or PowerMac with OS 9 -56K modem or network access -Internet provider with SLIP or PPP -8X or greater CD-ROM -64MB RAM -Hard drive with 40MB available space -15" monitor, 800x600, color or 16 bit -Sound card w/speakers -Microphone and recording software -Keyboard & mouse -Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins -**Participants should have a basic proficiency of the following computer skills:** ·Sending and receiving email ·A working knowledge of the Internet ·Proficiency in Microsoft Word ·Proficiency in the Acrobat PDF Reader -Basic knowledge of Windows or Mac O.S.
Netiquette (online etiquette):	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.
Technical Support:	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
Communication Expectations and Standards:	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 **their receipt** of them. Emails received on Friday will be responded to by the close of business on the following Monday.

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 and access "2014 NAAB Conditions for Accreditation."

Performance Criteria:	**Ability** ☑	**Understanding** ☑	**Course Learning Outcomes Competencies (T, R, I)**		
			T Taught	**R** Reinforced	**I** Utilized/ Integrated
REALM A: Critical Thinking and Representation					
A.1. Professional Communication Skills (Ability)				**R**	
A.2. Design Thinking Skills (Ability)				**R**	**I**
A.3. Investigative Skills (Ability)	☑		**T**		**I**
A.4. Architectural Design Skills (Ability)				**R**	**I**
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)				R	I
REALM B: Building Practices, Technical Skills, and Knowledge					
B.1. Pre-Design (Ability)				R	
B.2. Site Design (Ability)				R	
B.3. Codes and Regulations (Ability)	☑		T	R	I
B.4. Technical Documentation (Ability)					
B.5. Structural Systems (Ability)	☑			R	I
B.6. Environmental Systems (Ability)				R	I
B.7. Building Envelope Systems and Assemblies (Understanding)		☑	T		I
B.8. Building Materials and Assemblies (Understanding)				R	I
B.9. Building Service Systems (Understanding)		☑		R	I
B.10. Financial Considerations (Understanding)				R	I
REALM C: Integrated Architectural Solutions					
C.1. Research (Understanding)				R	
C.2. Integrated Evaluations and Decision-Making Design Process (Ability)	☑		T		I
C.3. Integrative Design (Ability)	☑		T		I
REALM D: Professional Practice					
D.1. Stakeholder Roles in Architecture (Understanding)				R	
D.2. Project Management (Understanding)					
D.3. Business Practices (Understanding)					
D.4. Legal Responsibilities (Understanding)					
D.5. Professional Conduct (Understanding)					

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

Week One: Topic **January 15-19, 2018**	**Modular Home Design**	
Chapter (s):		
Assignment (s):		
University Events:	**January 15, 2018 [Monday]**	**MARTIN LUTHER KING DAY (University Closed; instruction begins 01/19/2016)**
	January 19, 2018 [Friday]	**UNDERGRADUATE: LATE REGISTRATION/ADD COURSES/ CHANGE COURSE SCHEDULE ENDS. LAST DAY TO CHANGE MAJOR OR ANY OTHER MATRICULATION CHANGE FOR SPRING 2018**
Week Two: Topic **January 22-26, 2018**	**Modular Home Design**	
Chapter (s):		
Assignment (s):		
University Events:	**January 25, 2018 [Thursday]**	**GENERAL STUDENT ASSEMBLY: All students to attend.** *(Time to be announced.)* ***Note: This is a change in the day from Wednesday to Thursday!***
Week Three: Topic **January 29-February 2, 2018**	**Modular Home Design**	
Chapter (s):		
Assignment (s):		
University Events:		

	January 31, 2018 [Wednesday]	CENSUS DATE (12TH CLASS DAY): COURSE RESERVATIONS CANCELLED FOR NON-PAYMENT.
		LAST DAY TO WITHDRAW FROM COURSE WITHOUT ACADEMIC RECORD.
		SPRING 2018 GRADUATION LATE APPLICATION DEADLINE. There will be NO exceptions to this deadline.
	February 1, 2018 [Thursday]	NOTE! WITHDRAWAL FROM COURSES "WITH ACADEMIC RECORD" (W) BEGINS; ENDS APRIL 2, 2018
Week Four: Topic **February 5-9, 2018**	**Modular Home Design**	
Chapter (s):		
Assignment (s):		
University Events:		
Week Five: Topic **February 12-16, 2018**	**Modular Home Design, 1/3 Term Presentation**	
Chapter (s):		
Assignment (s):		
University Events:	February 12, 2018 [Monday]	NOTE! 20TH CLASS DAY
Week Six: Topic **February 19-23, 2018**	**Modular Home Design Development, Energy Modeling, Cost Analysis**	
Chapter (s):		
Assignment (s):		
University Events:		
Week Seven: Topic **February 26-March 2, 2018**	**Modular Home Design Development, Energy Modeling, Cost Analysis**	
Chapter (s):		
Assignment (s):		
University Events:		
Week Eight: Topic **March 5-9, 2018**	**Modular Home Design Development, Energy Modeling, Cost Analysis**	
Chapter (s):		
Assignment (s):		

University Events:		
Mid-Term Exam	**March 8-10, 2018 Thursday through Saturday**	
Week Nine: Topic **March 12-16, 2018**	**SPRING BREAK!**	
Chapter (s):		
Assignment (s):		
University Events:		
Week Ten: Topic **March 19-23, 2018**	**Modular Home Design Development, Energy Modeling, Cost Analysis**	
Chapter (s):		
Assignment (s):		
University Events:	**March 19, 2018 [Monday]**	**Opening of Fabrication Building**
	March 20, 2018 [Tuesday]	**MID-TERM EXAM GRADES DUE**
Week Eleven: Topic **March 26-30, 2018**	**Modular Home Design Development, Energy Modeling, Cost Analysis; 2/3 Term Presentation**	
Chapter (s):		
Assignment (s):		
University Events:	**March 28, 2018 [Wednesday]**	**Founders Day/Honor Convocation**
	March 30, 2018 [Friday]	**Good Friday [Student holiday]**
Week Twelve: Topic **April 2-6, 2018**	**Master Plan Development**	
Chapter (s):		
Assignment (s):		
University Events:	**April 2, 2018 [Monday]**	**NOTE! WITHDRAW FROM COURSE "WITH RECORD ("W") ENDS.**
	April 1-5 [Monday-Thursday]	**NAAB Site Visitation at School of Architecture** ***Note: The detailed schedule is subject to confirmation by Dean Sabouni.***
Week Thirteen: Topic **April 9-13, 2018**	**Master Plan Development**	
Chapter (s):		

Assignment (s):		
University Events:	April 10, 2018 [Tuesday]	**NOTE! PRIORITY REGISTRATION BEGINS FOR FALL 2018 SEMESTER.**
	April 13, 2018 [Friday]	**NOTE! SUMMER AND FALL 2018 GRADUATION APPLICATION DEADLINE. There will be NO exceptions to this deadline.**
Week Fourteen: Topic **April 16-20, 2018**	**Master Plan Development**	
Chapter (s):		
Assignment (s):		
University Events:		
Week Fifteen Topic **April 23-27, 2018**	**Master Plan Development**	
Chapter (s):		
Assignment (s):		
University Events:		
Week Sixteen **April 30-May 4, 2018**	**Master Plan Community Presentation**	
	April 30,2018 (Monday)	**COURSE REVIEW DAY (Classes must convene and instructors will prepare students for Final Exams)**
	May 1, 2018 (Tuesday)	**COURSE REVIEW DAY (Classes must convene and instructors will prepare students for Final Exams)** **LAST DAY OF CLASSES FOR SPRING 2018 SEMESTER** **LAST DAY TO WITHDRAW FROM UNIVERISTIY FOR SPRING 2018 SEMESTER.**
	May 2-8, 2018 [Wednesday-Tuesday]	**FINAL EXAMINATION PERIOD**
	May 8, 2018 [Tuesday]	**FINAL GRADES DUE FOR GRADUATING CANDIDATES** ***NOTE: To be confirmed!***
	May 11, 2018 [Friday]	**COMMENCEMENT-Doctoral and Masters** ***NOTE: The change in commencement ceremonies!***
	May 12, 2018 [Saturday]	**COMMENCEMENT-Bachelors** ***NOTE: The change in commencement ceremonies!***
	May 15, 2018 [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.

STATEMENT OF AGREEMENT

I have read the Course Syllabus for **ARCH 4476** 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**: _____