SYLLABUS

Course Title:	**Design Studio VI**				
Course Prefix:	**ARCH**	**Course No.:**	**3625**	**Section No.:**	**P01**

School of Architecture	Department: ☑ Architecture ☐ Art ☐ Digital Media Art ☐ Community Development
Class Meeting Days & Times:	Mondays through Thursdays; 1:00-03:20 PM
Mode of Instruction:	☑ Face-to-face ☐ On-line ☐ Hybrid
Instructor:	Rania Labib, PhD Assistant Professor
Office Location:	School of Architecture, Prairie View A&M University Room 236
Office Telephone:	(936) 261-9331
Email Address:	**ralabib@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 and Wednesday 1:00-5:00 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 prepare for their appointment by having all applicable materials and information submitted to the instructor prior to the meeting.
Virtual Office Hours:	
Required Text:	*Mid-Journy (AI-software) subscription*
Optional Text:	Building Codes Illustrated; A Guide to Understanding the International Building Code; Authors: Francis D. K. Ching and Steven R. Winkel, FAIA; Publisher: John Wiley & Sons, Inc.; ISBN: 0-471-09980-5
Recommended Text/Readings:	

Course Outcomes/Learning Objectives :

At the end of this course, the students will:

No.	Learning Objectives	Core Curriculum Outcome Alignment
1	Demonstrate synthesis of site conditions.	
2	Demonstrate ability to consider measurable environmental impacts of design solutions.	
3	Expand knowledge of environmental factors and sustainable design principles.	
3	Apply site-specific and climate-responsive strategies to architectural design.	

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

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

- **Projects:** Assignments designed to measure the ability to apply presented course material

- **Class Attendance/Participation and Discussion Boards:** Daily attendance and participation in class discussions

Grading Matrix

Instrument	Value (points or percentages)	Total
Assignments	__ assignments	60
Papers	__ papers at __ points each	0
Exercises	__ exercises at __ points each	0
Exams	__ quizzes at 00 points each	0
Projects	__ projects (Final Project delivery- Posters and models)	30
Mid Term Exam		0
Class Attendance/Participation		10
Final Exam		0
Total:		**100**
Additional Credit/Bonus		
Total:		**0**

Grade Determination:	A = 90-100 points B = 80–89 points C = 70–79 points D = 60–69 points; F = 59 points or below If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.
Grade Grubbing:	'Grade grubbing' is a new term that has come about due to students bothering, harassing, or pestering their instructors over grades when the fault for performance lies with the student. This sort of behavior has no place in this institution of higher learning. Forcing instructors to compromise their ethics with threatening requests or any requests to inflate grades is an unfair responsibility placed on the instructor and a **poor reflection on the student.** This behavior is rude, offensive and wastes the instructor's time. **Examples:** • "Rounding up my grade will help my GPA." • "I need a passing grade to keep my scholarship." • "I need a passing grade to get off of academic probation/suspension." • "Can you give me a few points to get a higher grade?" • "I understand that you don't accept late work, but I did the assignment or my part of the group project, can you please make an exception?"

- "I know you do not offer extra credit, but can I write an essay to bring up my grade?"
- "I misunderstood the instructions. Can I still turn in my assignment late?"
- "I was wondering if there is anything I can do to bring up my grade, I am so close to an A."
- "I need a passing grade to graduate/get into medical school."
- **"My grade should be rounded up because I worked hard, came to every class, and never missed assignments."**
- "If I do not get a passing grade, I will be in trouble with my parents."

Wearing down the instructor by arguing, begging, and pleading to possess academic expectations without taking personal responsibility is harassment, disrespectful, and inappropriate and will be reported to the **Office of Student Conduct.**

Course Procedures:

CANVAS	CANVAS 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.
Class Attendance Policy (See Catalog for Full Attendance Policy)	Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.
Instructor's Attendance and Participation Policy *Edit to fit your course.* ➲ *Edit to indicate the 1st day for your class.*	Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus. Participation and absences are accumulated beginning with the first day of class on Jan 16, 2024. 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. 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. 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 your 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 on 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 not to award you involvement points for the class or classes that are missed.
Makeup Work for Legitimate Absences ✅	Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.
Absence Verification Process ✅	All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the Online Reporting Forms to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524
Personal Conduct *Edit to fit your course.* ➦	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, all students are expected to dress appropriately in accordance with university regulations so that no disruptions in the learning experience will occur. 2. No hats or caps will be allowed to be worn in the classroom during class sessions. If you elect to wear a hat or cap during the lectures or class discussions, your decision will be respected. However, you should also respect the instructor's decision not to award you daily participation points based upon that decision. 3. Dress Code for Presentations: 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. Students should not be eating food or consuming drinks during the discussion sessions. No food or drink is allowed in the classroom at any time. 5. Cellular telephones are to be turned off or put on silent ring tone during the class period. Texting is strictly prohibited during the class period. No "earphone" units will be allowed. If your cell phone rings during the lecture or you are texting, you are subject to losing all participation points for that class period. 6. Laptops must emit no noise. Make sure your laptop is warmed up and your battery is 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. Harassment of your fellow students of any kind will not be tolerated.
Conduct of the Class	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 presentation or discussion board before the class is dismissed without prior approval from the instructor will result in a loss of participation in that class. 3. Lecture Notes and Handouts will be posted on Canvas or 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.
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.
Exam Policy:	**Exams and quizzes will be announced online via Canvas as scheduled**. Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

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 be successful in class can be produced.
Academic Misconduct: ✔	Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment. You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).
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 learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher; 2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized

	or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks; 3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual; 4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and 5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.
Nonacademic Misconduct: ✓	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 ability 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. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.
PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom ✓	Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the University's Administrative Guidelines on Academic Integrity and its underlying academic values.
Sexual Misconduct	Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at Title XI Website, including confidential resources available on campus.
Protections and Accommodations for Pregnant and Parenting Students	The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students
Non-Discrimination Statement	Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting

	students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.
Student Academic Appeals Process	Authority and responsibility for assigning grades to students rest 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 University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Student Support and Success:

John B. Coleman Library	The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Library Website Phone: 936-261-1500
Academic Advising Services✓	Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the advising website. Phone: 936-261-5911
The University Tutoring Center✓	The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; University Tutoring Website
Writing Center ✓	The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Writing Center Website, Grammarly Registration

Panther Navigate ✓	Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; Panther Navigate Website
Student Counseling Services	The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Health & Counseling Center Website
Office of Testing Services ✓	The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the OTS – Proctoring Service website. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Testing Website
Office of Diagnostic Testing and Disability Services ✓	The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Disability Services Website
Center for Instructional Innovation and Technology Services (CIITS) ✓	Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit CIITS Student Website. Phone: 936-261-3283 or email: ciits@pvamu.edu.
Veteran Affairs	Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Veteran Affairs Website
Office for Student Engagement	The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and

	accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Student Engagement Website
Center for Careers & Professional Development ✔	This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Center for Careers & Professional Development Website
COVID-19 Campus Safety Measures ✔	In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice. - Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus. - Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness. - There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence. - Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct. - All students will have access to TimelyCare, a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu. - Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

Technical Considerations for Online and Web-Assist Courses:

Technical Considerations ✔	***Minimum* Recommended Hardware and Software:** - Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina - Smartphone or iPad/tablet with wi-fi* - High-speed internet access 8 GB memory - Hard drive with 320 GB storage space 15" monitor, 1024 x 768, color - Speakers (internal or external) - Microphone and recording software - Keyboard & mouse - Most current version of Google Chrome, Safari, or Firefox **Note:** Be sure to enable Java & pop-ups in the web browser preferences * Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones. **Participants should have a basic proficiency of the following computer skills:** - Sending and receiving email - A working knowledge of the Internet - Microsoft Word (or a program convertible to Word) - Acrobat PDF Reader - Windows or Mac OS

	• Video conferencing software (Zoom)
Netiquette (online etiquette):	Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.
Video Conferencing Etiquette	When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.
Communication Expectations and Standards ✅	Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.
Discussion Requirement ✅	Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards. **It is strongly suggested that students type their discussion postings in a word processing application such as Word 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, copy and paste to the discussion board.
Technical Support:	Students should go to the Password Reset Tool if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu.
Submission of Assignments-On Line: *Edit to fit your course.* ➲	Assignments, Papers, Exercises, and Projects will be 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. **ASSIGNMENTS** are due at the start of the class session. No late work will be accepted without proper documentation. All **DISCUSSION FORUMS** have **two due dates**. The **first one** is the **deadline to post your substantive post** (without losing credit), and the **second one** is to finish up with your responses. This is designed to allow ample time after everyone has answered the question for class discussion. Be sure to check the due dates on the assignment and schedule documents for each module. **Last-minute posts that do not provide time for other students to respond will not be counted as 'substantial' replies.** This is the same as shouting as a response as you walk out of a room. Your substantive replies should be posted in time for others to respond. The final due date of the discussion is for finishing up the discussion. If you have questions about this, don't hesitate to post in the class FAQ forum.
Grade and Evaluation	**Grades for assignments, submissions, and exams will be posted within five (5) business days from the due date**. You will be notified if those circumstances change. Responses will usually provide a grade and written feedback as well. **Emails will be responded to via email within 24 hours Monday-Friday before 5:00 PM**. There will not be a response to emails asking about the class discussion (check your weekly schedule).

	Please send all correspondences to the instructor's Canvas portal. Do not send any course materials, assignments, questions, or any email(s) to the instructor's PV's webmail Outlook account. This method will allow the instructor to track you and all correspondences to better serve your needs in a timely manner.

ACCREDITATION/ASSESSMENT CRITERIA Table No. 1-NAAB CRITERIA

This course is structured to assist the student in meeting the following criteria shown in **Table No. 1** as established by the National Architectural Accreditation Board (NAAB). To view the entire list and obtain guidance, go to the NAAB website, www.naab.org, and access "NAAB 2020 Conditions for Accreditation."

Performance Criteria	Skill ☑	Understanding ☑	Course Learning Outcomes Competencies (T, R, I)		
			T Taught	R Reinforced	I Utilized/ Integrated
STUDENT CRITERIA 1: Health, Safety and Welfare in the Built Environment (Understanding Level)					
1. A. Impact of built environment on human health			X		
1. A. Impact of built environment on human safety			X		
1. A. Impact of built environment on human welfare			X		
STUDENT CRITERIA 2: Professional Practice (Understanding Level)					
Professional ethics					
Regulatory requirements					
Fundamental Business process					
STUDENT CRITERIA 3: Regulatory Context (Understanding Level)					
Life Safety					
Land use				X	
Current laws and regulations					
STUDENT CRITERIA 4: Technical Knowledge (Understanding Level)					
Emerging systems of building constructions					
Emerging technologies of building constructions				X	
Emerging assemblies of building constructions					
STUDET CRITERIA 5: Design Synthesis (Skill Level)					
Make decision within Architectural projects					
Demonstrate synthesis of user requirements					
Demonstrate synthesis of regulatory requirements					
Demonstrate synthesis site conditions			X		
Demonstrate synthesis of accessible design					
Measurable environmental impacts on design			X		
STUDENT CRITIERA 6: Building Integration (Skill Level)					
Demonstrate integration of environmental controls					
Demonstrate integration of life safety					
Measurable outcomes of building performance					

ACCREDITATION/ASSESSMENT CRITERIA TABLE No. 2: ACCE CRITERIA

This course is structured to assist the student in meeting the following criteria shown in **Table No. 2** 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, and view the "Accreditation Procedures."

Cou **Table No. 2 is subject to revision as the ACCE is revising SLO's (20 down to 17)**	Competencies (T, R, I)			ACCE
	T Taught	R Reinforced	I Utilized/ Integrated	A Assessed

1. Create **written communications** appropriate to the construction discipline.				
2. Create **oral presentations** appropriate to the construction discipline.				
3. Create a construction **project safety plan.**				
4. Create construction **project cost estimates.**				
5. Create construction **project schedules.**				
6. Analyze professional decisions based on **ethical principles**.				
7. Analyze **methods, materials, and equipment** used to construct projects.				
8. Apply **electronic-based technology** to manage the construction process.				
9. Apply basic **surveying techniques** for construction layout and control.				
10. Understand different **methods of project delivery** and the roles and responsibilities of all constituencies involved in the design and construction process.				
11. Understand **construction accounting and cost control.**				
12. Understand **construction quality assurance and control**.				
13. Understand **construction project control** processes.				
14. Understand the **legal implications** of contract, common, and regulatory law to manage a construction project.				
15. Understand the basic principles of **sustainable construction**.				
16. Understand the basic principles of **structural behavior**.				
17. Understand the basic principles of **mechanical, electrical, and piping** systems.				

STATEMENT OF AGREEMENT

I have read the Course Syllabus for **ARCH 3625 Spring Semester 2024,** 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

_____ _____ ____/____/2024
Student name (Please print neatly)   Student ID #   Date

_____
Signature-Instructor

_____ ____/____/2024
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**: _____

Fig: 1 - Planet Earth and the Galaxy beyond – An artist's impression

Thinking of Outer Space

The theme of **space** has been explored much, over the years. Movies, series, storybooks, and other media have extensively covered imagining such spaces, and all of them have one image in their heads…the **heavily metal fabricated, tech-savvy, automated geeks,** running the operations.

This imagery holds true since they are derived from the current space technology and materials that have been developed. On other planets, the absence of atmosphere binds us inside a box, with restrictions on building materials, technology, and spatial design. That's why our future life in space is imagined in the way it is.

Futurism is a very strong theme in these images, and we are still discovering the many elements that are encompassed in this vast universe. But with **the way humans are faring right now, this seemingly imaginary situation might as well become a closer reality.**

Are we ready to even comprehend the reality of our present situation, let alone start planning for interplanetary habitation?

Fig: 2 - Effects of pollution will render Earth inhabitable

What about extra-terrestrial habitation?

Owing to our **insensitive lifestyle, the planet we currently inhabit is on the brink of collapsing.** As we are waking up to this realization, the fight for survival has become more real now. Even with the work being done towards **sustainability, the pace that is needed to prevent mass annihilation is not being achieved.** With this fear, **a backup plan is contemplated, to ensure the survival of our species and life,** even if Earth dies.

But if we did have to relocate, the questions that come to mind are endless. What aspects of life would we rethink? Can we prepare for such an experience within time? **Even if we are able to successfully colonize another planet, how will we ensure the survival of our new home after having destroyed Earth?** Will history repeat itself?

The amount of effort and resources that will go towards inhabiting a new planet are immense. But even a fraction of that, if put into rejuvenating what we have lost on Earth, could drastically improve our chances of survival on our home planet.

What role could designers play at this crucial standpoint in time, to reinforce this awakening?

Fig: 3 - 3D printed habitat on Mars

- A concept (Credits: SEArch+ and Apis Cor)

Brief of the Competition

We need to make people aware of the possibility of bringing change to the world. When they imagine their life on Earth, a new vision of **coexistence and harmony with nature** must be generated in their minds.

Brief: To design a space experience center that emulates a new planet to be colonized from scratch and tries to educate its visitors on how our daily life choices as a species, define the future.

The design of this experiential center must follow the theme of life on an alien planet. It can show the day-to-day activities and life in space. It can display what a **typical shelter** would look like.

Even though this center is designed to show its visitors what life on a new planet would look like, the **aim of the design must be to highlight the changes that would occur in our lifestyle, and what we would be missing from our life on Earth.**

The center will promote the green movement of **sustainability.**

Design Objectives

Story - The careful curation of areas that we would need on another planet.

Learning – The experience should endorse learning for various ages about how planet colonization impacts ecosystems and the impact of our day-to-day actions.

User Experience - Even though the experience is out worldly, the journey of the visitor through the center must be engaging and interactive. Avoid 'alienating' the visitors.

Sustainability - The lessons learned from the years of damage rendered to Earth, to reimagine design in an idealistic sustainable manner.

Site
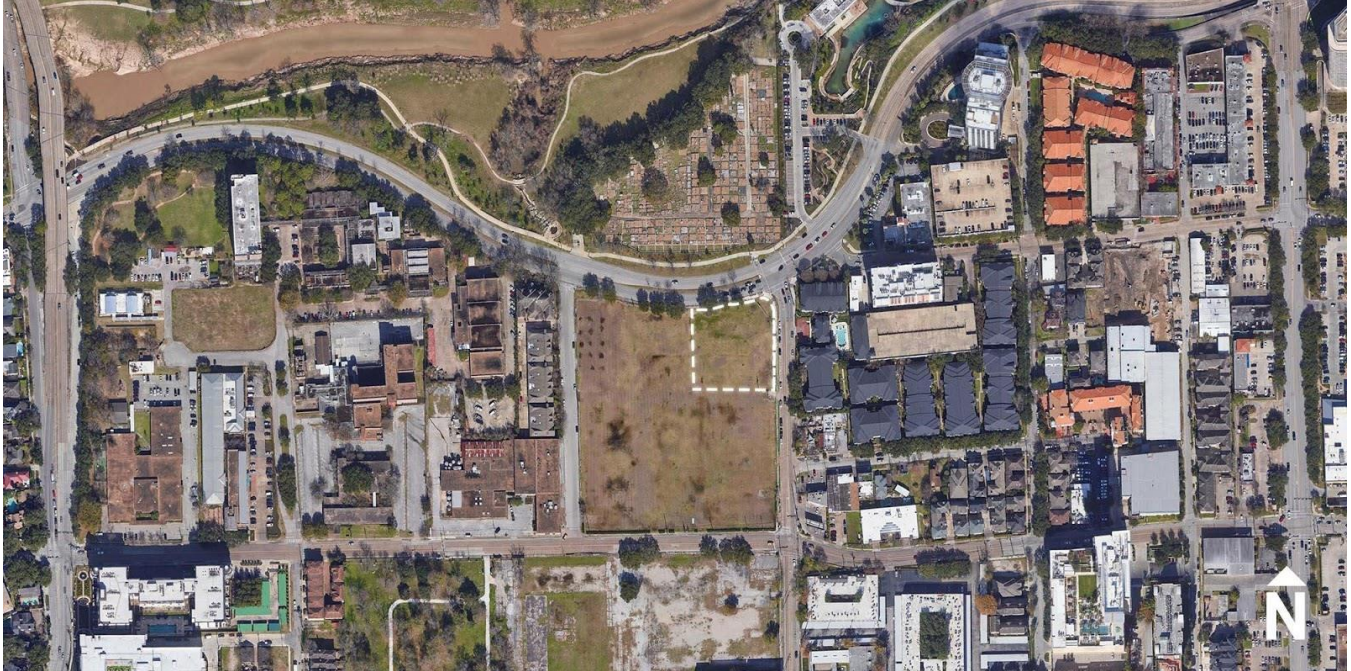
The United States has a space agency called the National Aeronautics and Space Administration (NASA) which deals with scientific discovery and aeronautic research. The main objective is to understand Earth, its processes, and its environment.

The site for this challenge is located in **Houston, Texas, USA.** Houston is known for its close link with NASA, as it is home to NASA's Johnson Space Center. 'Houston' was the first word spoken on the moon and the city has been linked to many space and science-related contributions, making it an apt location for the challenge's typology.

The site is surrounded by cultural and commercial establishments that ensure **good pedestrian footfall.** The site is adjacent to the Buffalo Bayou Park, in the center of the city.

Site area - **4,061 sqm**
FAR - **1.0**
ground coverage - **30%**
height restrictions - **12m**
coordinates - 29°45'28.9"N 95°24'11.2"W

Programme Outline

The area programme for this facility would be to represent daily lifestyles if we were to be displaced to either a space station or another planet. The spaces should be both experiential and an exhibition.

Space Experience Center: Program Outline

Overview

This Space Experience Center in Houston, Texas, is designed to offer a simulated extraterrestrial living environment and educate visitors about sustainable living. The design integrates experiential and exhibition spaces.

Total Site Area: 43,681 sq ft
- FAR (Floor Area Ratio): 1.0
- Maximum Allowable Built-up Area: 43,681 sq ft
- Ground Coverage Limit: 30% of the site area (approx. 13,104 sq ft)
- Maximum Height Restriction: 39.37 ft (12m)

Suggested Program Spaces and Square Footages

1. Entrance and Lobby Area (approx. 6,458 sq ft)
   - Reception
   - Waiting Area
   - Information Desk
2. Exhibition Spaces (approx. 12,917 sq ft)
   - Space Technology and History Exhibition (approx. 4,306 sq ft)
   - Earth and Sustainability Exhibition (approx. 4,306 sq ft)
   - Future of Space Exploration Exhibition (approx. 4,306 sq ft)
3. Interactive Learning Center (approx. 8,611 sq ft)
   - Virtual Reality Experience Zones (approx. 3,229 sq ft)
   - Interactive Educational Kiosks (approx. 2,153 sq ft)
   - Workshop and Seminar Rooms (approx. 3,229 sq ft)
4. Simulated Extraterrestrial Habitat (approx. 10,764 sq ft)
   - Living Quarters Simulation (approx. 3,229 sq ft)
   - Hydroponic and Sustainable Agriculture Demonstration (approx. 3,229 sq ft)
   - Life Support and Energy Systems Display (approx. 2,153 sq ft)
   - Recreation and Exercise Area (approx. 2,153 sq ft)
5. Observatory and Research Wing (approx. 5,382 sq ft)
   - Public Observatory with Telescopes (approx. 2,153 sq ft)
   - Research Laboratories (approx. 3,229 sq ft)
6. Administrative and Operational Areas (approx. 3,229 sq ft)
   - Offices
   - Staff Lounge
   - Maintenance and Storage
7. Public Amenities (approx. 4,306 sq ft)
   - Restrooms
   - Cafe and Gift Shop

- First Aid and Security
8. Outdoor Spaces and Landscaping (approx. 2,809 sq ft)
   - Themed Gardens
   - Outdoor Exhibition and Event Space
9. Parking and Circulation Areas
   - To be designed as per local zoning regulations and visitor capacity.

Total Built-up Area: 43,681 sq ft

Note: The square footages are estimated and should be adjusted based on detailed program requirements, design constraints, and specific needs identified during the design development phase. This program aims to provide a balanced and immersive visitor experience within the site constraints, focusing on educational and experiential aspects.

W	Assignment Name	Due Date	Available From	Available Until	Points
60%	Site Analysis & Precedents	Tue, Jan 23	Sun, Jan 14	Fri, Jan 26	10
	AI for concept development	Fri, Jan 26	Mon, Jan 15	Mon, Jan 29	10
	Massing	Mon, Jan 29	Tue, Jan 16	Thu, Feb 1	10
	AI for concept development Copy	Thu, Feb 1	Thu, Jan 25	Wed, Feb 7	10
	Final Mass	Mon, Feb 5	Wed, Jan 31	Thu, Feb 8	10
	3D programming	Thu, Feb 8	Thu, Feb 1	Sat, Feb 10	10
	Floor Plan(s)	Mon, Feb 12	Sun, Feb 4	Thu, Feb 15	10
	Final Mid-terms Floor Plans	Thu, Feb 15	Sun, Feb 4	Thu, Feb 15	10
	Site Plan	Thu, Feb 22	Sun, Feb 11	Sat, Feb 24	10
	Elevations	Mon, Feb 26	Mon, Feb 12	Mon, Feb 26	10
	Final Mid-term posters-Mid-Term-Prese	Wed, Mar 5	Thu, Feb 29	Fri, Mar 8	40
	Draft mid-term posters	Wed, Feb 29	Sun, Feb 25	Fri, Mar 8	30
	Floor plans V2	Wed, Mar 20	Sun, Mar 10	Sun, Mar 24	10
	Elevations V2	Mon, Mar 25	Mon, Mar 18	Mon, Apr 1	10
	Building Section	Thu, Mar 28	Mon, Mar 11	Thu, Apr 4	10
	Site Plan V2	Mon, Apr 1	Fri, Mar 22	Thu, Apr 4	10
	All drawings on 11x17	Thu, Apr 4	Mon, Mar 18	Thu, May 9	30
	Draft Final Presentation Posters	Thu, Apr 11	Wed, Apr 3	Fri, Apr 19	30
30%	Final posters	Thu, Apr 18	Thu, Apr 11	Mon, Apr 22	30
	Model- and Final Presetation	Wed, Apr 24	Mon, Jan 1	Wed, Apr 24	20
10%	Attendance				

IMPORTANT DATES

<mark>**Mid Term Presentation is on March 6**</mark>
<mark>**Final Presentation is on Apr. 24**</mark>