| PRAIRIE VIEW A&M UNIVERSITY | | | EW ITY | PRAIRIE SCHOOL Design your future | VIEW A&M UNIVERSITY OF ARCHITECTURE @ pvamu.edu/soa SYLLABUS | | |
|------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------|--|--|
| Course Ti | itle: C | esign Studi | o V | | | | |
| Course P | refix: | ARCH | Course No.: | 3625 Section No | - P01 | | |
| Sch | ool of | Department: | Architecture | □ Art | | | |
| Archi | itecture | • | Digital Media Art Community Development | | | | |
| Class Mee & Times: | eting Day | s Mondays thi | rough Thursdays; 1 | 1:00-03:20 PM | | | |
| Mode of Instruction | on: | ☑ Face-to | -face 🗆 On-line [| ⊐ Hybrid | | | |
| Instructor | r: | Rania Labib | , PhD ofessor | | | | |
| Office Lo | cation: | School of A | Assistant Professor School of Architecture, Prairie View A&M University | | | | |
| Office Tel | ephone: | (936) 261-93 | 331 | | | | |
| Email Add | dress: | ralabib@pv | ralabib@pvamu.edu | | | | |
| U.S. Postal Service Address: | | Prairie View P.O. Box 51 Mail Stop 21 Prairie View | Prairie View A&M University P.O. Box 519 Mail Stop 2100 Prairie View, TX 77446 | | | | |
| Office Hours: | | Monday, Tu Students ar specific with appointment prior to the r | 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 Of | fice Hour | s: | | | | | |
| Required | Text: | Mid-Journy | Mid-Journy (Al-software) subscription | | | | |
| Optional Text: | | Authors: Fra | 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 | | | | |
| Recomme Text/Read | ended dings: | | | | | | |
| Course | e Outco | omes/Learni | ng Objective | S: | | | |
| At the end | d of this c | ourse, the stude | nts will: | | | | |
| No. | Learning | g Objectives | | | Core Curriculum Outcome Alignment | | |
| 1 | Demonstrate synthesis of site conditions. | | | | | | |
| 2 | 2 Demonstrate ability to consider measural design solutions. | | able environmental impacts of | | | | |
| 3 Expand knowl design princ | | knowledge of principles. | environmental · | factors and sustainable | | | |
| 3 Apply site-specific and cli design. | | l climate-respons | sive strategies to architectural | | | | |

| This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. | | | | | |
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| Assignments/Papers/Exercises: Written assignments designed to supplement and reinforce course material | | | | | |
| Exams: Written tests designe | Exams: Written tests designed to measure knowledge of presented course material | | | | |
| Projects: Assignments designments | ned to measure the ability to apply present | ed course material | | | |
| Class Attendance/Participat discussions | tion and Discussion Boards: Daily attend | ance and participation in class | | | |
| Grading Matrix | | | | | |
| Instrument | Value (points or percentages) | Total | | | |
| Assignments | assignments | 60 | | | |
| Papers | papers at points each | 0 | | | |
| Exercises | exercises atpoints each | 0 | | | |
| Exams | quizzes at 00 points each | 0 | | | |
| Projects Mid Term Even | projects | 40 | | | |
| Class Attendance/Participation | | 0 | | | |
| 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." "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?" | | | | |

Course Requirements & Evaluation Methods

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| | "I know you grade?" "I misunders "I was wond close to an A "I need a pa "My grade s class, and n "If I do not g Wearing down academic expendisrespectful, ar Conduct. | do not offer extra credit, I tood the instructions. Car ering if there is anything A." ssing grade to graduate/g should be rounded up be ever missed assignments et a passing grade, I will I the instructor by arguing ctations without taking p nd inappropriate and will | but can I write an essay to bring up my n I still turn in my assignment late?" I can do to bring up my grade, I am so get into medical school." ecause I worked hard, came to every s." be in trouble with my parents." g, begging, and pleading to possess personal responsibility is harassment, I be reported to the Office of Student | | |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Course Procedu | ires: | | | | |
| CANVAS | CANVAS is a tool that Prair your assignments may be evidence that course obje semester. | rie View A&M University of considered an "artifact," ctives are met. More inf | uses for assessment purposes. One of an item of coursework that serves as formation will be provided during the | | |
| Class Attendance Policy (See Catalog for Full Attendance Policy) | Prairie View A&M Universi supports the full academic of instructor physically presen and/or the internet. Excess a student's course grade b are accumulated beginning terms. Each faculty member syllabus. | iew A&M University requires regular class attendance. Attending all classes the full academic development of each learner, whether classes are taught with the physically present or via distance learning technologies such as interactive video e internet. Excessive absenteeism, whether excused or unexcused, may result in is course grade being reduced or in the assignment of a grade of "F". Absences nulated beginning with the first day of class during regular semesters and summer ach faculty member will include the University's attendance policy in each course | | | |
| Instructor's Attendance and Participation Policy Edit to fit your course. | Prairie View A&M Universi supports the full academic of instructor physically presen and/or the Internet. Excess a student's course grade b are accumulated beginning terms. Each faculty member syllabus. | sity requires regular cla levelopment of each learn t or via distance learning ive absenteeism, whethe eing reduced or in the as with the first day of class er will include the Univers | ss attendance. Attending all classes ner, whether classes are taught with the technologies such as interactive video or excused or unexcused, may result in asignment of a grade of "F." Absences during regular semesters and summer sity's attendance policy in each course | | |
| Edit to indicate the 1 st day for your class. | Participation and absences 21, 2023. If you do not corports for the class period following classifications: 1. Participation in an 2. Death or major illn 3. Illness of a depend 4. Participation in leg 5. Religious holy day 6. Confinement beca 7. Required participa If you miss class for one of tr documentation to clear the for ONE WEEK AFTER TH this rule. This includes stur- absences to participate in a absences. After that, the in these seven for being a documentation requesting to AFTER THE ABSENCE H. | are accumulated beginnin ome to class, you may as unless you have a univ activity appearing on the ess in a student's immedi dent family member. al proceedings that require. use of illness. tion in military duties. <u>hese reasons, you must p</u> <u>absence from your reconsections and the stands.</u> <u>absent, you may submediated stands.</u> <u>absent, you may submediated stands.</u> | ng with the first day of class on August ssume that you have received zero (0) versity-approved excuse in one of the University authorized activity list. iate family. res a student's presence. <u>provide a memorandum plus supporting</u> <u>rd. These documents will be accepted</u> <u>IRRED. There will be NO exceptions to</u> <u>provide university forms for reporting</u> <u>nails will not be accepted to clear these</u> If you have another reason other than nit a memorandum with supporting poved from your record for ONE WEEK will be NO exceptions to this rule. All | | |
| ARCH 3625 | Design Studi | o V | COURSE SYLLABUS | | |

| | 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. | | | | |
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| Makeup Work for | Prairie View A&M University recognizes that there are a variety of legitimate circumstances | | | | |
| Legitimate_ | in which students will miss coursework and that accommodations for makeup work will be | | | | |
| Absences 🖌 | 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 | | | | |
| Abconco | Course requirements. | | | | |
| Varification Process | All non-atmetic absences (e.g., Medical, Death/Funeral, Count/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: <u>studentconduct@pvamu.edu</u> or phone: (936) 261-3524 | | | | |
| Personal Conduct | Students and faculty are expected to conduct themselves in ways that support individual | | | | |
| and to fit your course. | 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 | | | | |
| | 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 <u>not be eating food or consuming drinks</u> during the discussion sessions. | | | | |
| | No food or drink 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. | | | | |
| | I exting is strictly prohibited during the class period. No earphone units will be allowed. | | | | |
| | n your cell phone nings during the recture of you are texting, you are subject to losing an participation points for that class period | | | | |
| | 6 Laptons must emit no noise. Make sure your lapton 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. <u>Harassment</u> of your fellow students of any kind will not be tolerated. | | | | |
| Conduct of the | Please note the following rules for the conduct of the class. | | | | |
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| Formatting Documents: Exam Policy: | <u>Class is dismissed when so indicated by the instructor</u>. Students are expected to be on time and stay throughout the entire class period. Leaving the classroom 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. <u>Lecture Notes and Handouts</u> 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. 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. 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). |
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| University Rule | s 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 <i>University Administrative Guidelines on Academic Integrity</i> , which can be found on the <u>Academic Integrity webpage</u> . Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the <i>University Administrative Guidelines on Academic Integrity</i> , 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: | <u>Cheating</u>: 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. <u>Plagiarism</u> : 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; |
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| | 3. <u>Collusion</u> : When more than one student or person contributes to a piece of work that is submitted as the work of an individual; |
| | 4. <u>Conspiracy</u> : Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and |
| | 5. <u>Multiple Submission</u> : 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 <u>University's Administrative Guidelines on Academic Integrity</u> 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 <u>Title XI Website</u> , 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 |

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| Student Academic Appeals Process | 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. 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. |
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| John B Coleman | The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge to |
| Library | 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 | Academic Advising Services offers students various services that contribute to student |
| Services | 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 |
| | 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 <u>advising website</u> . Phone: 936-261-5911 |
| The University | 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. The mission of the OTC 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. Lutors 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 ✓ Student Counseling Services | 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 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, 2 nd floor; Phone: 936-261-3564; <u>Health & Counseling Center Website</u> |
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| 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 <u>OTS – Proctoring Service website</u> . Location: Wilhelmina Delco, 3 rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Testing Website |
| Office of Diagnostic Testing and Disability Services <mark>√</mark> | 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; <u>Disability Services</u> 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 <u>CIITS Student Website</u> . Phone: 936-261-3283 or email: <u>cits@pvamu.edu</u> . |
| Veteran Affairs Office for Student | 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; <u>Veteran Affairs Website</u> The Office for Student Engagement delivers comprehensive programs and services |
| Engagement | designed to meet the co-curricular needs of students. The Office implements inclusive and |

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| | accessible programs and services that enhant and participation in diverse and relevant social service, leadership development, and camp | ce student development through exposure to , cultural, intellectual, recreational, community us governance. Location: Memorial Student | | | | | |
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| Center for Careers & | This center supports students through professional development career readiness and | | | | | | |
| Professional | placement and employment assistance. The center provides one-on-one career coaching. | | | | | | |
| Development 🖌 | 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 mon | th or on a requested basis. Distance Learning | | | | | |
| | students are encouraged to visit the center | website for information regarding services | | | | | |
| | provided. Location: Anderson Hall, 2 nd floor; Professional Development Website | Phone: 936-261-3570; Center for Careers & | | | | | |
| COVID-19 Campus | In accordance with the latest quidelines from | n the P\/AMLL Health Services the following | | | | | |
| Safety Measures | measures are in effect until further notice. | in the r value ricalit bervices, the following | | | | | |
| | Students who are ill will be asked to a | 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 long | er be required by students. Students will be | | | | | |
| | responsible for communicating with t | heir professors regarding COVID, similarly to | | | | | |
| | There will be no mandatory isolation | Students who are too ill to opgage in classroom | | | | | |
| | activities will be responsible for secur | ing the appropriate documentation to support | | | | | |
| | the absence. | | | | | | |
| | Students who self-isolate will be respondent | onsible for communicating with their professors | | | | | |
| | and securing an excuse from Student | Conduct. | | | | | |
| | All students will have access to <u>Tim</u> | nelyCare, a telehealth platform that provides | | | | | |
| | virtual medical care 24/7 and by appo | intment in the Student Health Clinic. Students | | | | | |
| | timelycere com/pyceru | lyCare at the beginning of the semester, at | | | | | |
| | Students will have access to COV | ID testing in the Student Health Clinic by | | | | | |
| | appointment. Testing is for students v | who are symptomatic ONLY. | | | | | |
| Technical Cons | iderations for Online and Web- | Assist Courses: | | | | | |
| Technical | Minimum Recommended Hardware and So | oftware: | | | | | |
| Considerations 🗸 | 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 | e | | | | | |
| | • 15" monitor, 1024 x 768, color | | | | | | |
| | Speakers (internal or external) | | | | | | |
| | INicrophone and recording software | | | | | | |
| | Neyboard & mouse Most current version of Google Chron | ne. Safari, or Firefox | | | | | |
| | | | | | | | |
| | Note: Be sure to enable Java & pop-ups in th | e web browser preferences | | | | | |
| | * Some courses may require remote proctoring | g. At this time only Chromebooks, laptops, and | | | | | |
| | desktops running Windows or Mac work wit | h our proctoring solution, but iPads are not | | | | | |
| | compatible. Most other applications will work w | vith Android or Apple tablets and smartphones. | | | | | |
| | Participants should have a basic proficien | cy of the following computer skills: | | | | | |
| | Sending and receiving email | | | | | | |
| | A working knowledge of the Internet | | | | | | |
| | Microsoft Word (or a program convert | tible to Word) | | | | | |
| | Acrobat PDF Reader | | | | | | |
| | Windows or Mac OS | | | | | | |
| | Design Chudie M | | | | | | |

| | Video conferencing software (Zoom) |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Netiquette (online | Students are expected to participate in all discussions and virtual classroom chats as |
| etiquette): | directed. Students are to be respectful and courteous to others on discussion boards. Four |
| | 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 |
| Video Conformaina | or discussion post, and the message might be taken seriously or sound offensive. |
| Etiquette | clear of background clutter inappropriate or offensive posters and other distractions |
| _ inquotio | 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 |
| Communication | begins, test audio, video, and lighting to alleviate technology issues. |
| Expectations and | 48 hours. Urgent emails should be marked as such. Check regularly for responses |
| Standards V | to hourd. Orgoni officiale officiale of marked do odolit. Official ogginary for roopenbool. |
| | |
| Discussion | Online courses often require minimal to no face-to-face meetings. However, conversations |
| Requirement r | 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 |
| 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 |
| Submission of | Assignments, Papers, Exercises, and Projects will be distributed and submitted through your |
| Assignments-On | online course. Directions for accessing your online course will be provided. Additional |
| Line: | assistance can be obtained from the Office of Distance Learning. |
| Edit to fit your course. | ASSIGNMENTS are due at the start of the slage appaier. No lote work will be apparted |
| - | without proper documentation. |
| | All DISCUSSION FORLING have two due dates. The first and is the deadline to next |
| | vour 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 |
| | 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 | Grades for assignments, submissions, and exams will be posted within five (5) |
| Evaluation | business days from the due date. You will be notified if those circumstances change. |
| | Responses will usually provide a grade and written recuback 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 |
| | weekiy 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. |
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| ACCREDITATION/ASSESSMENT CRITERIA Table No. 1-NAAB CRITERIA | | | | | |
|--------------------------------------------------------------------|-------------|----------------------------|------------|----------------------|--------------|
| This course is structured to assist the student in meeting the fol | lowing crit | eria shown in Table | • No. 1 as | established by | the National |
| Architectural Accreditation Board (NAAB). To view the entire list | and obtai | n guidance, go to th | ne NAAB w | ebsite, <u>www.n</u> | aab.org, and |
| access "NAAB 2020 Conditions for Accreditation." | | | | | |
| Performance Criteria | Skill | Understanding | Cours | se Learning O | utcomes |
| | | | | Competenci | es |
| | | | Ŧ | | • |
| | | | Taught | Reinforced | l Itilized/ |
| | | | raugin | Reinforced | Integrated |
| STUDENT CRITERIA 1: Health, Safety and Welfa | re in the | Built Environ | ment (U | nderstandir | g Level) |
| 1. A. Impact of built environment on human health | | | X | | <u> </u> |
| 1. A. Impact of built environment on human safety | | | Х | | |
| 1. A. Impact of built environment on human welfare | | | Х | | |
| STUDENT CRITERIA 2: Professional Practice (U | nderstai | nding Level) | | | |
| Professional ethics | | | | | |
| Regulatory requirements | | | | | |
| Fundamental Business process | | | | | |
| STUDENT CRITERIA 3: Regulatory Context (Unc | lerstand | ing Level) | | | |
| Life Safety | | | | | |
| Land use | | | | X | |
| Current laws and regulations | | | | | |
| STUDENT CRITERIA 4: Technical Knowledge (U | ndersta | nding Level) | | | |
| Emerging systems of building constructions | | | | | |
| Emerging technologies of building constructions | | | | X | |
| Emerging assemblies of building constructions | | | | | |
| STUDET CRITERIA 5: Design Synthesis (Skill Le | vel) | | | | |
| 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 (Ski | ll Level) | | - | · | |
| Demonstrate integration of environmental controls | | | | | |
| Demonstrate integration of life safety | | | l | | |
| Measurable outcomes of building performance | | | | | |

| AC | ACCREDITATION/ASSESSMENT CRITERIA TABLE No. 2: ACCE CRITERIA | | | | | |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------|------------------------------|----------------------|--|
| This estat <i>Accre</i> Proce | 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 (<i>ACCE</i>) Standards and Criteria for <i>Accreditation</i> . To view the entire list, go to the ACCE website, <u>www.acce-hq.org</u> , and view the "Accreditation Procedures." | | | | | |
| Cou Table No. 2 is subject to revision as the (T, R, I) ACCE | | | | | ACCE | |
| | ACCE is revising SLO's (20 down to 17) | T Taught | Reinforced | I Utilized/ Integrated | A Assessed | |

T

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| 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. | |

| 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. | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------|-------------------------------------------------------------|--|--|
| R | Registration/Assembly Dates | Î | Dates exam scores will be posted | | |
| 1 L | Key Dates | 1 | Holidays | | |
| <u> </u> | Graduation Applications | | Guest lectures | | |
| | Dates for Exams | | Project Team Workshop | | |
| | Proctored Exams | | Class Sessions using ZOOM or teleconference technology | | |
| COMPLETED | Lecture Completed | Posted | Lecture Notes, Assignments, or Articles posted to CANVAS | | |

| 16 WEEK CALENDAR Insert general topics and assignments. | | | | |
|------------------------------------------------------------|--------------------|---------------------------------------------|--|--|
| Week One: Topic August 21-25, 2023 | | | | |
| Chapter (s): | | | | |
| Assignment (s): | | | | |
| | August 21, 2023 | TUITION AND FEES PAYMENT DUE DATE @ 5:00 PM | | |
| | August 22-29, 2022 | LATE REGISTRATION (FEE: \$50.00) | | |

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| University Events: 🔁 | August 21-30, 2023 | ATTENDANCE REPORTING PERIOD (ND/SH). Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled. |
|------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week Two: Topic August 28-September | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: | September 1, 2023 | Financial Aid Refunds Begin |
| Week Three: Topic September 4-8, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: | September 4, 2023 [Monday] | LABOR DAY |
| | | (University Closed; subject to TAMUS Board of Regents) |
| | September 6, 2023 [Wednesday] | CENSUS DATE (12 TH CLASS DAY) FINAL DAY TO DROP/WITHDRAW FROM COURSE(S) WITHOUT |
| | September 7, 2023 | ACADEMIC RECORD /WITHDRAW FROM COURSE(S) WITH ACADEMIC RECORD ("W"0 REGINS |
| Wook Four: Topio | [Indisday] | BEOING |
| September 11-15, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: | September 12, 2023 [Tuesday] | DROP FOR NON-PAYMENT OF TUITION AND FEES @ 5:00 |
| | September 13, 2023 [Wednesday] | PVAMU Architecture + Construction |
| | 9:00 am-4:00 pm | Science Career Fair |
| | | School of Architecture Design your future @ pvamu.edu/soa |
| Week Five: Topic | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: | September 18, 2023 [Monday] | CENSUS DATE (20th CLASS DAY) |
| | September 20, 2022 [Tuesday] | WITHDRAWAL FROM COURSES "WITH ACADEMIC RECORD" (W) BEGINS. |
| Week Six: Topic | | |
| September 25-29, 2023 | | |
| Accignment (a): | | |
| | | |
| University Events: | | |
| October 2-6, 2023 | | |

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| Chapter (s): | | |
|------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Assignment (s): | | |
| University Events: P | | |
| Week Eight: Topic October 9-13, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| | | |
| University Events: | October 12-14, 2023 [Thursday- | Mid-Term Exams |
| | Saturday] | |
| Week Nine: Topic October 16-20, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: 🄁 | October 16, 2023 [Monday] | 1 STUDENT AND FACULTY NON-CLASS DAY |
| | October 18, 2023 [Wednesday] | MID-TERM EXAM GRADES DUE |
| Week Ten: Topic October 23-27, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: 🔁 | October 26, 2023 [Thursday] | FALL 2023 GRADUATION: FINAL DATE TO APPLY FOR GRADUATION! (Ceremony participation) |
| | October 27, 2023 [Friday] | FALL 2022 GRADUATION: Application for Graduation-Degree Conferral Only Begins. (NO ceremony participation or name listed in the program.) |
| Week Eleven: Topic October 30-November 3, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: | | |
| Week Twelve: Topic November 6-10, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: 🔁 | November 6, 2023 [Monday] | Priority Registration Period for continuing students for Spring Semester 2024, including December/January Mini-Mester. (Special Populations) |
| | November 7, 2023 [Tuesday] | Priority Registration Period for continuing students for Spring Semester 2024, including December/January Mini-Mester. (Masters and Seniors) |

| | November 8, 2023 [Wednesday] | Priority Registration Period for continuing students for Spring Semester 2024, including December/January Mini-Mester. (Juniors) |
|----------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| | November 9, 2023 [Thursday] | Priority Registration Period for continuing students for Spring Semester 2024, including December/January Mini-Mester. (Sophomores) |
| | November 10, 2023 [Friday] | Priority Registration Period for continuing students for Spring Semester 2024, including December/January Mini-Mester. (Freshmen) |
| Week Thirteen: Topic November 13-17, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: 🄁 | | |
| Week Fourteen: Topic November 20-24, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: 🔁 | November 23-25, 2023 [Thursday- | THANKSGIVING (UNIVERSITY CLOSED) |
| | Saturdayj | |
| Week Fifteen Topic | | |
| November 27- December 1, 2023 | | |
| Chapter (s): | | |
| Assignment (s): | | |
| University Events: | November 27, 2023 [Monday] | Final Day to Withdraw from a Course or the University ("W") for the Fall Semester 2023 |
| | November 29, 2023 [Wednesday] | Last day of class for Fall Semester 2023! |
| | November 30, 2023 [Thursday] | Study Day (No classes in Session) |
| | December 1-7, 2023 [Thursday-Friday] | FINAL EXAMINATION PERIOD |
| | December 1, 2023 [Friday] | FALL 2023 GRADUATION: Final Day to Apply for Graduation-Degree Conferral Only, (NO ceremony participation or |
| | | name listed in the program.) |
| Week Sixteen | | |
| | December 1-7, 2023 [Friday-Thursday] | FINAL EXAMINATION PERIOD |
| | December 7, 2023 [Thursday] | FINAL GRADES FOR GRADUATION CANDIDATES DUE BY 12:00 PM! |
| m | December 9, 2023 [Saturday] | |
| | December 12, 2023 [Tuesday] | FINAL GRADES ARE DUE FOR ALL OTHER STUDENTS BY 11:59 PM! |
| 1 | December 25, 2023- January 1, 2024 [Monday-Monday] | WINTER BREAK (UNIVERSITY CLOSED) |
| | | |

In order to ensure 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 the 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** 3625 Fall Semester 2023, 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 # | //2023 Date |
| Signature-Instructor | | |
| Instructors name | //2023 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: _____

Design Studio V Instructor: Rania Labib, PhD Fall 2023

Design Project: The Eco-Tech Urban Tower – Harmonizing Sustainability and Innovation

Introduction:

In an age where rapid urbanization intersects with a profound understanding of our environmental footprint, the role of architecture extends beyond merely creating structures. It delves deep into the realm of shaping communities, fostering health, and ensuring the longevity and sustainability of our planet. As cities grow and skyscrapers define our skylines, the challenge lies in ensuring these vertical communities are not just technologically advanced but are also harmonious with nature.

The "Eco-Tech Urban Tower" project stems from this very challenge. It represents an evolution in architectural thinking, where the built environment doesn't just coexist but thrives symbiotically with the natural world. This project will push you, the budding architects, to reconsider, reimagine, and reinvent the conventional wisdom of tower design.

Imagine a structure where every floor communicates with the environment differently, where the skin of the building breathes and responds, where energy is not just consumed but harvested and given back, and where green isn't just a color but a way of life. Envision a building where technology isn't an afterthought but is interwoven into the very fabric of design, ensuring efficiency, comfort, and sustainability. Think of spaces that inspire, innovate, and integrate.

Throughout history, every significant architectural movement responded to societal needs and technological advancements. From the majesty of Gothic cathedrals, which arose from innovations in structural engineering, to the sleek simplicity of modernism that mirrored the fast-paced, industrial world, architecture has been a reflection of its time. Today, as we stand on the precipice of environmental challenges, our response as architects is to harmonize our designs with nature, to innovate with technology, and to inspire future generations to continue this legacy of thoughtful design.

With the AIA-COTE Top Ten competition as a benchmark, this project not only serves as an academic bid but as a testament to the future of sustainable urban living. The challenges before you are monumental, but so are the opportunities. Dive deep into research, collaborate, experiment, and let your creativity run wild. The future of urban architecture is in your hands.

Project Requirements & Programmatic Details:

- 1. Mixed-Use Development Overview:
 - Total Building Height: 20-25 floors
 - Overall Area: Approximately 300,000 375,000 square feet
- 2. **Residential Spaces** (approximately 12-15 floors):

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- Total Residential Area: Approx. 180,000 225,000 square feet
- Standard Apartments (1,200 sq. ft. each): 90-100 units
- Affordable Housing Units (800 sq. ft. each): 30-40 units
- **Penthouses** (3,000 sq. ft. each): 2-3 units
- Residential Amenities (gym, lounge, children's play area, etc.): 10,000 sq. ft.
- 3. Commercial and Retail (approximately 3-4 floors):
 - Total Commercial Area: Approx. 45,000 60,000 square feet
 - Shops and Boutiques: 20,000 sq. ft.
 - **Restaurants and Cafés**: 15,000 sq. ft.
 - Office Spaces (flexible workspaces, startup hubs, etc.): 10,000 25,000 sq. ft.
- 4. Cultural and Community Spaces (approximately 1-2 floors):
 - Total Cultural Area: Approx. 20,000 30,000 square feet
 - Art Gallery or Exhibition Space: 10,000 sq. ft.
 - Community Center or Workshop Areas: 10,000 20,000 sq. ft.
- 5. **Recreational and Open Spaces** (integrated throughout the tower and possibly on terraces or rooftops):
 - Sky Gardens or Vertical Gardens: Incorporated on at least 5 floors, either partially or entirely dedicated to green spaces.
 - **Roof Garden or Sky Lounge**: At least 8,000 sq. ft. on one of the uppermost floors, including recreational amenities.
 - **Open Terraces** (for outdoor seating, events, etc.): Integrated into relevant floors, especially near restaurants or communal spaces.
- 6. Utilities and Services:
 - **Basement**: 2-3 levels dedicated to parking (at least 100 spaces), storage, and building utilities.
 - Lobby and Reception Area: Minimum of 5,000 sq. ft. on the ground floor, incorporating waiting areas and possible café.
 - Building Maintenance and Facilities Rooms: Distributed as per need on various floors.
- 7. Environmental and Sustainable Integrations:
 - Incorporation of the Eco High-Tech Solutions discussed earlier.
 - Provision for rainwater harvesting, gray water recycling, and sustainable waste management.

Site Selection and Analysis:

Instructions:

- A. Site Criteria:
 - Location: Choose a hypothetical urban site of approximately **2-3 acres** in a city of your choice. This city should be undergoing rapid urbanization and grappling with challenges like urban heat islands, diminishing green spaces, and spiraling energy consumption.
 - Connectivity: Ensure that your chosen site is within easy reach of the city's major transportation nodes, such as train stations, bus terminals, or major roadways. This connectivity will be vital for the project's accessibility and integration into the urban fabric.

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• Landmarks and Amenities: Your site should also be in close proximity to notable urban landmarks or parks, which can add to its appeal and contextual relevance.

B. Deep Dive Site Analysis:

- Ecology: Study and document the local flora and fauna. Understand the site's ecological value and the potential impact of your project on the ecosystem. Consider if your design can enhance biodiversity or provide habitats.
- Climate and Natural Factors: Create sun path diagrams to understand the solar orientation throughout different times of the year. Analyze prevailing wind patterns and how they could influence natural ventilation strategies. Consider seasonal variations in temperature, rainfall, and other climatic factors that might affect your design.
- Cultural and Social Context: Explore the area's cultural history, customs, and traditions. Engage with potential user groups or local communities to gauge their needs and aspirations. Understanding the socio-economic fabric can ensure your design resonates with and serves the community effectively.
- Urban Context: Observe the surrounding built environment. Consider scale, architectural language, public spaces, and pedestrian movement. Your project should seamlessly integrate with its surroundings, responding sensitively to neighboring structures and public areas.
- Challenges: Identify any potential challenges related to your site, be it flood risks, noise pollution, or ground contamination. These issues should be addressed in your design process, ensuring your project isn't just sustainable but also resilient.

C. Contextual Relationship:

• Immediate Surroundings: Assess how your project will interact with its immediate context. Whether through form, materiality, or function, your design should be a product of its environment, complementing and enhancing the existing urban fabric. This relationship will be a significant factor in determining the project's success and its contribution to the broader cityscape.

Project Evaluation and Grading:

Students, your projects will be holistically evaluated, emphasizing a synergy between innovative design and ecological integration. Here's a breakdown of the criteria:

- 1. Eco High-Tech Solutions Integration: A core component of this design project is the incorporation of sustainable and high-tech solutions. Your ability to seamlessly weave these into the design, ensuring they're not merely added on, but are fundamental to the building's performance and aesthetic, will be pivotal. The efficiency, feasibility, and innovation in applying these solutions will play a crucial role in your evaluation.
- 2. **Creative Design Concepts**: We're looking for originality and creativity in the projects. Whether you choose to incorporate open atriums, floating gardens, bridges, or any other architectural marvel, the uniqueness of your design, and its relevance and functionality in the given context will be assessed.
- 3. **Visualization Quality**: A vital aspect of any architectural design is the ability to communicate the concept. High-quality visualizations, both in terms of clarity and aesthetics, are essential.

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Your project should be visually compelling, with renders that capture the essence of the space, the materials, the lighting, and the intended ambiance.

- 4. **Functional Appropriateness**: While innovation is encouraged, the primary function of the spaces should not be compromised. The logical flow of spaces, user comfort, and the fulfillment of the detailed programmatic requirements will be significant evaluation points.
- 5. **Contextual Sensitivity**: How your building responds to its immediate surroundings, be it through form, materiality, or its cultural fabric, will be scrutinized. A building that feels out of place or disregards its context will lose points.
- 6. **Comprehensive Documentation**: Apart from the design itself, your ability to document and present your process, concepts, and solutions in a cohesive and comprehensive manner will be vital. This includes clear plans, sections, elevations, and detailed diagrams where necessary.
- 7. **Innovative Use of Materials and Techniques**: Exploration and application of new materials, building techniques, or unconventional uses of traditional materials will be looked upon favorably, especially if they enhance the building's sustainability and user experience.

Students are expected to approach this project as a professional assignment, understanding that in the real world, every design choice impacts communities and the environment. Aim to create a balanced and well-thought-out design that stands out not just for its aesthetic appeal but also for its integrity, functionality, and positive impact.

Architectural Precedents:

- 1. 30 St Mary Axe (The Gherkin), London
 - Architect: Norman Foster (Foster + Partners)
 - **Description:** An iconic building known for its energy-efficient design that maximizes daylight and reduces reliance on artificial lighting.
 - Link: <u>30 St Mary Axe</u>
- 2. California Academy of Sciences, San Francisco
 - Architect: Renzo Piano
 - **Description:** LEED Platinum certified building with a green roof, natural ventilation, and solar panels.
 - Link: California Academy of Sciences
- 3. One Central Park, Sydney
 - Architect: Jean Nouvel
 - **Description:** Residential skyscraper featuring a vertical garden facade and heliostats for light reflection.
 - Link: <u>One Central Park</u>
- 4. VIA 57 West, New York
 - Architect: Bjarke Ingels Group (BIG)
 - **Description:** Landmark design optimizing daylighting and views.

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- Link: <u>VIA 57 West</u>
- 5. CopenHill / Amager Bakke, Copenhagen
 - Architect: Bjarke Ingels Group (BIG)
 - **Description:** Waste-to-energy plant with multi-functional potential including a ski slope and hiking trail.
 - Link: CopenHill / Amager Bakke
- 6. Bosco Verticale, Milan
 - Architect: Stefano Boeri Architetti
 - Description: Residential towers adorned with terraces of trees and plants.
 - Link: <u>Bosco Verticale</u>
- 7. The Eden Project, Cornwall
 - Architect: Thomas Heatherwick (Heatherwick Studio)
 - **Description:** Biomes housing diverse plant species, emphasizing sustainable architecture and biodiversity.
 - Link: <u>The Eden Project</u>
 - <u>TED talk</u>

8. Bioclimatic Skyscraper

- Architect: Ken Yeang
- **Description:** Pioneer of the bioclimatic skyscraper, emphasizing vertical gardens and passive design.
- Link: <u>Bioclimatic Skyscraper</u>

11. 56 Leonard Street, New York

- Architect: Herzog & de Meuron
- **Description:** A fresh perspective on residential towers with jenga-like protrusions.
- Link: <u>56 Leonard Street</u>

12. Torre Realia BCN and Hotel Porta Fira, Spain

- Architect: Toyo Ito
- **Description:** These projects challenge and redefine traditional skyscraper forms and aesthetics.
- Link: Torre Realia BCN and Hotel Porta Fira
- 13. Shard, London
 - Architect: Renzo Piano
 - **Description:** Emphasis on sustainability while designing one of London's most iconic skyscrapers.
 - Link: Shard

14. Studio Gang

- Project: <u>Aqua Tower</u>, Chicago
- **Description:** With undulating balconies that offer varying views and shade, this tower exemplifies an organic approach to high-rise design that responds to its environment.

15. Steven Holl Architects

• **Project:** <u>Linked Hybrid, Beijing</u>

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• **Description:** An interconnected complex designed for sustainability, with geothermal cooling/heating, a green roof, and greywater recycling.

Eco High-Tech Solutions & Examples:

- 1. Smart Facades:
 - **Description:** Facades that are responsive to environmental conditions.
 - Example: <u>Al Bahr Towers</u>, Abu Dhabi
- 2. Greywater Recycling Systems:
 - **Description:** Systems that capture, treat, and reuse water from non-septic sources.
 - Example: <u>Nature-Inspired Oasis Tower</u>
- 3. Energy Storage Solutions:
 - **Description:** Devices that store surplus energy.
 - Example: <u>Tesla's Powerwall</u>
- 4. Automated Waste Sorting and Management:
 - **Description:** Systems that can automatically segregate waste.
 - **Example:** <u>CleanCUBE from Ecube Labs</u>
- 5. Air Purification Systems:
 - **Description:** Integrated mechanisms that improve air quality.
 - Example: <u>DARWIN Home Wellness Intelligence platform by Delos</u>
- 6. Integrated Sensors:
 - **Description:** Devices that monitor various environmental and utility factors in real-time.
 - Example: <u>Desigo Building Automation and Control System by Siemens</u>
- 7. Urban Farming Solutions:
 - **Description:** Techniques that allow for the cultivation of produce within urban settings.
 - Example: <u>QO Hotel</u>, Amsterdam
- 8. Rainwater Harvesting:
 - **Description:** Systems that collect, store, and utilize rainwater.
 - Example: <u>CH2 building</u>, <u>Melbourne</u> and <u>Water System at the CH2</u>
- 9. Building-Integrated Wind Turbines:
 - **Description:** Wind turbines incorporated into building designs.
 - Example: <u>Bahrain World Trade Center</u>
- 10. Dynamic Insulation:

Dynamic Insulation using Phase Change Materials (PCMs):

- **Description:** PCMs are innovative solutions used in construction that have the ability to store and release thermal energy. These materials melt and solidify at certain temperatures, thus helping to stabilize room temperatures and reduce energy consumption.
- **Example:** DuPont's <u>Energain® panel</u> is a notable product in this category. Consisting of a thin, flexible PCM layer, it's sandwiched between two aluminum surfaces and is designed for integration into walls, ceilings, and floors to stabilize temperatures.

11. Building-Integrated Photovoltaics (BIPV):

This approach seamlessly integrates solar cells into building façades, roofs, or glazing, rather than mounting external panels. BIPVs can turn virtually any part of a building's

exterior into an energy-generating surface. Not only can BIPVs meet architectural aesthetic demands, but they also help in achieving energy efficiency and sustainability goals.

Example: One Angel Square, Manchester - Designed by 3DReid, One Angel Square is home to The Co-operative Group's Headquarters. This building is one of the most sustainable large buildings in Europe and has integrated photovoltaics into its façade, providing an efficient way to generate renewable energy on-site.

• Example: <u>One Angel Square Link</u>

Additional Creative Ideas:

- 1. **Open Atriums**: Design open-air atriums that run vertically through multiple floors. These spaces can not only aid in natural ventilation but also become focal points for social interactions.
- 2. **Sky Bridges**: If the project conceptualizes more than one building or tower, sky bridges can be introduced. These could house communal areas, gardens, or even pools.
- 3. **Stacked Plazas**: Instead of a single ground-level plaza, envision multiple "public squares" stacked at various levels throughout the tower, creating multi-level communal zones.
- 4. **Floating Gardens**: Design gardens or terraces that seem to 'float' between floors, protruding out from the main façade, adding depth and visual interest.
- 5. **Green Facades**: Instead of just vertical gardens, the façade of the building can be engineered to support climbing plants, turning the tower into a living organism.
- 6. **Parametric Design Elements**: Use parametric tools to develop dynamic façade systems or interior design elements that respond to environmental factors, like sun and wind.
- 7. **Modular and Flexible Spaces**: Especially in communal or office areas, create spaces that can be reconfigured based on the needs of the inhabitants, using movable walls or partitions.
- 8. **Reflective Water Features**: Introduce water features both at the ground level and on terraces. Besides their aesthetic appeal, they can act as passive cooling elements.
- 9. **Public Skywalks**: Elevated walkways around the exterior of the building, offering panoramic views of the city while connecting different sections of the building.
- 10. **Elevated Parks**: Instead of restricting green spaces to the ground, design park-like areas on higher levels, offering residents a chance to experience greenery at height.
- 11. **Amphitheater-style Seating**: In communal areas, incorporate seating that resembles amphitheaters for public performances, gatherings, or informal relaxation zones.
- 12. **Kinetic Architecture Elements**: Design parts of the building, such as shutters, façades, or screens, that move and adapt based on changing environmental conditions or times of day.
- 13. **Hanging Pods or Cabins**: Introduce structures that hang off the façade or interiors, which could be used as meeting rooms, relaxation areas, or observation points.
- 14. **Integrated Renewable Energy Sources**: Beyond just solar panels, explore the integration of wind turbines at certain levels or even piezoelectric elements in areas with high foot traffic.

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- 15. **Interactive Digital Surfaces**: Incorporate digital surfaces in communal areas that can display art, important information, or be used for interactive events.
- 16. **Translucent and Transparent Floors**: In selected areas, use reinforced glass flooring to offer unique visual experiences and connectivity between floors.

| Week | Dates | Activity | Assignments (Points) |
|--------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Week 1 | 8/21 - 8/27 | Introduction, Research & Inspiration - Introduce the HelioTectonic Tower project- Lecture on sustainable skyscrapers and the importance of building form- Introduction to reference architects and their projects. | Site Selection & Initial Research Paper (10 pts) |
| Week 2 | 8/28 - 9/3 | - Site analysis and research on sun paths for the given location- Group discussions on initial form inspirations- Begin design journals to document evolution. | Design Journal Entry #1 (5 pts) |
| Week 3 | 9/4 - 9/10 | Form Exploration & Conceptual Design - Workshops on translating solar studies into form- Sketch sessions focused on the building's silhouette and general layout. | Preliminary Sketches (15 pts) |
| Week 4 | 9/11 - 9/17 | - Concept presentations. Discuss potential vertical gardens, open spaces, and facades- Peer reviews and initial feedback. | Concept Presentation Board (20 pts) |
| Week 5 | 9/18 - 9/24 | Design Development - Detailed design focusing on the interplay between interior spaces and vertical open spaces- Workshops on integrating sustainable systems. | Interior-Exterior Relation Diagrams (15 pts) |
| Week 6 | 9/25 - 10/1 | - Dive deeper into material selection, particularly for the facade- Mid-review with guest critics. | Material & System Proposal (20 pts) |
| Week 7 | 10/2 - 10/8 | - Refinement based on reviews. Emphasis on creating biodiverse habitats and public spaces. | Biodiversity & Public Space Proposal (15 pts) |
| Week 8 | 10/9 - 10/15 | Technical Development & Innovations- Introduction to innovative solutions: helio- responsive facades, rainwater cascades, etc Develop technical sections showcasing these solutions. | Technical Detail Drawings (25 pts) |

Project Calendar

| Week 9 | 10/16 - 10/22 | - Incorporate feedback and refine design- Work on integrating renewable energy solutions like solar panels and wind turbines. | Renewable Systems Report (20 pts) |
|---------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Week 10 | 10/23 - 10/29 | Final Refinement & Detailing- Focus on detailing vertical gardens, terraces, and other public spaces- Consider accessibility, user experience, and plant selection for gardens. | Detailed Section of Vertical Garden (20 pts) |
| Week 11 | 10/30 - 11/5 | - Finalize technical details and enhance presentation graphics- Peer review session focusing on sustainability, design aesthetics, and functionality. | Presentation Graphics (15 pts) |
| Week 12 | 11/6 - 11/12 | Presentation Preparations - Develop final boards, models, and any digital presentations or animations- Workshops on effective presentation techniques. | Final Model (Prototype) (30 pts) |
| Week 13 | 11/13 - 11/19 | - Mock presentations for feedback- Final revisions. | Mock Presentation Feedback Report (10 pts) |
| Week 14 | 11/20 - 11/26 | Final Presentation & Evaluation- Final presentations to an external jury- Reflection session and group discussions on learnings from the project. | Final Design Presentation (40 pts) |