# SYLLABUS

## Course Title: Construction Documents and Codes

<table>
<thead>
<tr>
<th>Course Prefix:</th>
<th>ARCH</th>
<th>Course No.:</th>
<th>4443</th>
<th>Section No.:</th>
<th>P01</th>
</tr>
</thead>
</table>

"The Architect Should Be Equipped With Knowledge of Many Branches of Study and Varied Kinds of Learning…This Knowledge Is the Child of Practice and Theory."

-Vitruvius

## School of Architecture

- Department: Architecture ☑
- Construction Science ☐
- Art ☐
- Community Development ☐

## Course Location:
Nathelyne Archie Kennedy Building, Room 115

## Class Meeting Days & Times:
Tuesdays; 6:00-8:20 PM

## Catalog Description:
"(2-2) Credit 3 semester hours. The organization, development and preparation of a complete set of working drawings using computer aided design."

## Prerequisites:
ARCH 2223.

## Co-requisites:
None

## Mode of Instruction:
☑ Face-to-face ☐ On-line ☐ Hybrid

## Instructor:
Daniel W. Bankhead, AIA, NOMA
Adjunct Assistant Professor

## Office Location:
School of Architecture, Prairie View A&M University, Room 219

## Office Telephone:
(936) 261-9820

## Fax:
(936) 261-9826

## Email Address:
dwbankhead@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:
Tuesday 4:30 PM – 6:00 PM. Other hours by appointment. During the COVID-19 pandemic, appointments will be conducted online. Students are advised to make appointments with the professor ahead of time and be specific with the subject matter to be discussed. Students must be prepared for their appointment by bringing all applicable materials and information to the meeting.

## Virtual Office Hours:
Thursday 4:30 PM – 8:00 PM

## Required Textbook:
The Professional Practice of Architectural Working Drawings (5th Edition); Authors: Osamu A. Wakita and Richard M. Linde; Publisher: John Wiley & Sons, Inc. ISBN: 0-471-39540-4

*The required textbook and the optional textbook are recommended to be included in your personal library and should NOT be sold back at the end of the year.*
Optional Textbook:  
Building Construction Illustrated (5th Edition); Author: Francis D.K. Ching; Publisher: John Wiley & Sons, Inc. ISBN: 978-1118458341

Recommended Text/Readings:  
Other articles, handouts, and resource material will be provided in class and assigned online during the semester.

Course Goals and Overview:  
The practice of architecture has changed as a result of the expanding use of computer-based systems. They have provided huge advances in visual presentation and graphics, as well as in basic design work. In fact, today, it is not uncommon to see more computer-generated illustrations and design work rather than handcrafted drawings. However, for every hour spent in design, it takes roughly 3 to 4 hours to produce the information from which a contractor can build the project. Thus, most of your architectural career will involve preparing construction documents to communicate the project design to the builder in order to have your work properly constructed. Unfortunately, most architecture school graduates come into the professional workforce with little if any knowledge about how this process actually works. The School of Architecture wants to make sure that when you do apply for your first job after graduation, you do so with an advantage over those graduates who focused solely on design and presentation skills.

This class is to be a learning experience, and one that you want to come to each week. As such, it will emphasize more than just data retention. The lectures, reading materials, and assignments are each intended as different learning opportunities. You are responsible for all reading material, regardless of coverage in class. In fact, we will rarely discuss all of the reading material directly. Generally, the reading material is used to provide the basis for a class discussion, exams and grades. All readings outside of the text will be distributed in class and are due to be completed prior to the next class period.

This course can help you develop analytical skills needed to become a successful practitioner, and help you learn how to work together in teams, to solve problems, and to manage your time and resources. It can also improve and reinforce your ability to communicate properly with other members of the building team such as the client and the general contractor. Additionally, the course will introduce you to those critical skills needed on the registration exam to obtain your architectural license.

The course format is centered on lectures and discussions covering basic reading materials. You are fully expected to actively participate in the discussions during and following the lectures. It is your responsibility to raise questions when a point is not clear. If questions are not asked, it will be assumed that you fully understand the material covered in class as well as the reading material.

Course Outcomes/Learning Objectives
At the end of this course, the student will

4443.1 Learn the critical knowledge related to the important role of architectural construction documents and codes in transforming design concepts into real projects.

4443.2 Understand the composition of construction documents (drawings, specifications and contracts) issued to the general contractor. Understand the sequencing of architectural construction documents as issued to the general contractor.

4443.3 Prepare a basic set of architectural construction documents for a project with emphasis on plans, elevations and sections.

4443.4 Develop and to demonstrate the ability to manage a project and oneself, to be a team player and a team leader. Develop and to demonstrate the ability to solve problems. Develop and to demonstrate the ability to effectively communicate to the project team.
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 ability to apply presented course material
- **Individual Involvement/Participation**: Class attendance and participation in class discussions

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
<th>%</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Team Project</td>
<td>6,000</td>
<td>28%</td>
<td>Distribution As Noted</td>
</tr>
<tr>
<td>B. Team Progress Drawings</td>
<td>1,500</td>
<td>7%</td>
<td>Submission of Progress Drawings is mandatory. Failure to submit will result in lost points and difficulty in completing the final submission for presentation.</td>
</tr>
<tr>
<td>C. Team Executive Summaries/Memos</td>
<td>1,500</td>
<td>7%</td>
<td>Submission of Executive Summaries and other written documents is mandatory. Failure to submit will result in lost points.</td>
</tr>
<tr>
<td>D. Individual Involvement</td>
<td>6,000</td>
<td>28%</td>
<td>(14 classes x 400) +400 growth points</td>
</tr>
<tr>
<td>E. Midterm Examination</td>
<td>3,000</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>F. Final Examination</td>
<td>3,000</td>
<td>14%</td>
<td></td>
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<tr>
<td>Total Grade Points Available (A-D)</td>
<td>21,000</td>
<td></td>
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<tr>
<td>G. Additional Opportunity-Extra Credit</td>
<td>500</td>
<td>2%</td>
<td>Extra Credit (Become member of the PVAMU AIAS, NOMAS, ACCE, or AGC Chapter)</td>
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<tr>
<td>Maximum Points (A-F)</td>
<td>21,500</td>
<td>100%</td>
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</table>

**Grade Determination:**
- A = 90-100 points
- B = 80–89 points
- C = 70–79 points
- D = 60–69 points;
- F = 59 points or below
<table>
<thead>
<tr>
<th>Taskstream</th>
<th>Taskstream is a tool that Prairie View A&amp;M University uses for assessment purposes. One of your assignments may be considered an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in Canvas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance Policy (See Catalog for Full Attendance Policy)</td>
<td>Prairie View A&amp;M University requires regular class attendance. Attending all classes supports 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 internet. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in 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.</td>
</tr>
<tr>
<td>Instructor's Attendance and Participation Policy</td>
<td>As a student in a professional practice course at Prairie View A&amp;M University you are expected to attend each class. Class attendance is recorded on roll sheets that are circulated to record your name and signature. Since attendance is critical to the learning objectives and the class discussions, a 400-point involvement grade is awarded for each class period (200 points for Part 1 + 200 points for Part 2). You start with 100 points for attending each class session under the assumption that you have come to learn. However, to gain an understanding of construction materials and installation methods, you must do more than just show up. Attentiveness is important. For example, showing up for class and then reading the newspaper will cause a deduction from your 100 points. Other things that could cause you to lose points would be sleeping in class, working on other assignments in class, being late, being rude or being disruptive. However, if you are attentive during the lectures and discussions, you will be awarded an additional 40 points for each class. The remaining 60 points per class are earned by action on your part such as diligently taking notes, finding or sharing your thoughts on the subject being discussed, or asking a thoughtful and appropriate question. These points, plus potential bonus points, could also be earned by writing a one-page reaction paper about the class material or finding an insightful article from the newspaper or an architectural magazine. If you are late to class you are subject to losing all or parts of the 60 participation points. Typical deductions for being late are: Up to 5 minutes: 0 points; from 5 to 10 minutes: 20 points; from 10-15 minutes: 40 points; and over 15 minutes: 60 points. You are not in competition with your fellow classmates for involvement points. Each student can receive 200 points per class session as long as they are legitimately earned. At the end of the semester, the instructor may award a growth grade worth an additional 400 involvement points based upon their overall assessment of your participation, growth and development during the semester. Participation and absences are accumulated beginning with the first day of class on <strong>August 25, 2020</strong>. 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 you record.</td>
</tr>
</tbody>
</table>
for ONE WEEK AFTER THE ABSENCE HAS OCCURRED. There will be NO exceptions to this rule. All requests will be reviewed and approved or disapproved based upon the justification that you provide in your memorandum. While other reasons for being absent are rarely approved; it is understood that you might feel that there is a higher priority that requires you to miss class. In accepting your decision to miss class, you must also be willing to accept the instructor's decision to not award you involvement points for the class or classes that are missed. To assist you in recovering lost points, there is an opportunity to earn up to 500 additional points towards your final grade.

**Personal Conduct**

Students and faculty are expected to conduct themselves in ways that support individual learning and the learning of others. To that end members of the classroom community will conduct themselves in a professional and ethical manner to achieve these objectives. Any conduct construed to interfere with the learning opportunities of members of the class may result in the removal of the student from the class for that day. Repeated inappropriate conduct will result in permanent removal from the class. Based upon the fact that you are preparing for professional employment, you are expected to adhere to the following specific guidelines:

1. During regular class periods 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 discussion, your decision will be respected. However you should also respect the instructor's decision to not award you daily participation points based upon that decision.
3. **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 "ear phone" units will be allowed. If your cell phone rings during the lecture or you are texting you are subject to losing all participation point for that class period.
6. **Laptops must emit no noise.** Make sure your laptop is warmed up and your battery charged before class starts. A laptop is allowed only for taking notes or accessing relevant course material during the class. Checking email, playing a game, messaging and other non-class related activities are not allowed at any time.
7. **Harassment** of your fellow students of any kind will not be tolerated.

**Conduct of the Class and Care of the Facility**

Please note the following rules for the conduct of the class.

1. **Class will begin at the appointed time.**
2. **Class is dismissed when so indicated by the instructor.** Students are expected to be on time and stay throughout the entire class period. Leaving the classroom before the class is dismissed without prior approval from the instructor will result in a loss of participation for that class.
3. **All class members are required to keep the classroom in a clean and orderly manner** to facilitate the number of students using it each day. Failure to maintain the classroom as requested by the instructor will result in a deduction in participation points for all class members for that date of instruction.
4. **Lecture Notes and Handouts** will be sent to your official university email. Handouts distributed during a class period will not be distributed at any other time. It is the student’s responsibility to get a copy form another student or source.

**Submission of Assignments:** Assignments are due at the start of the class session. No late work will be accepted without proper documentation.

**Formatting Documents:** Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to save the document in either the Microsoft Word, Rich-Text, or plain text format.
Exam Policy:  Exams should be taken as scheduled.  No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.

- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.
  - 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
  - 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
  - Consult the Code of Student Conduct in the Student Planner or Student Conduct website for additional information on Conduct Probation and Suspension.

- **Personal Illness and Quarantine** - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

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
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either: (1) the instructor’s ability to conduct the class; (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

### Sexual Misconduct

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
Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students’ Office for additional information and to request accommodations. More information can be found at this webpage.

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 936-261-1744 or 1792.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this webpage.

Student Support and Success:

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: J. B. Coleman Library.

Academic Advising Services
Academic Advising Services offers students a variety of services that contribute to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the Academic 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 is offered face-to-face in the UTC, in virtual face-to-face sessions, and through online sessions at PVPlace. Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: University Tutoring Center.

Academic Early Alert is a proactive system of communication and collaboration between...
<table>
<thead>
<tr>
<th>Alert</th>
<th>Faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alert helps students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <a href="#">Academic Early Alert</a>.</th>
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</thead>
<tbody>
<tr>
<td>Student Counseling Services</td>
<td>The Student Counseling Services unit 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 provides assistance to 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: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: <a href="mailto:aetesting@pvamu.edu">aetesting@pvamu.edu</a>; Website: <a href="#">Student Counseling Services</a>.</td>
</tr>
<tr>
<td>Office of Testing Services</td>
<td>Testing Services serves to create opportunities by offering suite of exams that aid in the students’ academic and professional success. Currently we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: <a href="mailto:aetesting@pvamu.edu">aetesting@pvamu.edu</a>; Website: <a href="#">Testing Services</a>.</td>
</tr>
<tr>
<td>Office of Diagnostic Testing and Disability Services</td>
<td>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 hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, live-scribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <a href="#">Disability Services</a>.</td>
</tr>
<tr>
<td>Center for Instructional Innovation and Technology Services (CIITS)</td>
<td>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 college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assisted and 2-way video course delivery. For more details and contact information, visit: <a href="#">CIITS Student Webpage</a>; Phone: 936-261-3283.</td>
</tr>
<tr>
<td>Veteran Affairs</td>
<td>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; Website: <a href="#">Veteran Affairs</a>.</td>
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<tr>
<td>Office for Student Engagement</td>
<td>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; Website: <a href="#">Office for Student Engagement</a>.</td>
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<tr>
<td>Career Services</td>
<td>Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office 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.</td>
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</tbody>
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### Technical Considerations for Online and Web-Assist Courses:

<table>
<thead>
<tr>
<th>Minimum Hardware and Software Requirements</th>
<th>Minimum Recommended Hardware and Software:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*</td>
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<tr>
<td></td>
<td>• Smartphone or iPad/Tablet with Wi-Fi*</td>
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<td></td>
<td>• High speed Internet access</td>
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<tr>
<td></td>
<td>• 8 GB Memory</td>
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<tr>
<td></td>
<td>• Hard drive with 320 GB storage space</td>
</tr>
<tr>
<td></td>
<td>• 15&quot; monitor, 800x600, color or 16 bit</td>
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<tr>
<td></td>
<td>• Sound card w/speakers</td>
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<tr>
<td></td>
<td>• Microphone and recording software</td>
</tr>
<tr>
<td></td>
<td>• Keyboard &amp; mouse</td>
</tr>
<tr>
<td></td>
<td>• Most current version of Google Chrome, Safari or Firefox</td>
</tr>
</tbody>
</table>

*Smartphone, Google Chrome books and Android tablets may not be supported. iPads are the only tablets supported.

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

**Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving emails
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

### 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 discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

During the first week of class each student will be required to acknowledge by replying to a Posting stating that you have reviewed and understand the following Online Netiquette Policy for the course.

1. **Discussion/Zoom / Webcam Behavior**

   When in a Zoom meeting or utilizing your webcam, be sure to act and dress as professionally as you can. You should look the same as you would if we were meeting face-to-face in the instructor’s office or in class. You should be sitting up in a chair and not laying down. Consider how you might look if you were going to be interviewed for a job via Zoom. If you feel as though your behavior or appearance would reflect negatively on you during that situation you are advised
against it. You should also try to keep your physical environment where you are working on the class to be as quiet as possible. If there is a television or loud music playing in the background try to limit it, as it can inhibit your ability to be easily heard and understood.

- Be properly dressed- hair bonnets, caps, pajamas, etc., will not be acceptable when attending class and participating in the discussions.
- Be punctual
- Be kind to each other
- Please mute microphones when lecture is in session
- Have fun!

2. When posting discussions or e-mailing one another, please be respectful of what you write. Inappropriate language will not be tolerated, and the instructor has the right to determine what is inappropriate. **Disrespectful students are subject to discipline or dismissal from the online learning platform for this course.** All activities in the classroom will follow standards set in the Student Handbook

3. When creating/posting images do NOT use graphics that have sexual, political or religious implications. If you are unsure if a certain graphic is appropriate, email your instructor privately.

4. Address your peer or instructor with their names for each post or email

5. Do not use ALL CAPS for postings or unnecessary exclamation marks, and not use text messaging-style for official assignment postings & email to the instructor. Caps where appropriate, example proper nouns and at the beginning of each sentence.

6. When posting critiques, try to be positive with your remarks, at the same time well-seasoned with ideas and comments how your peers can improve their work.

7. This course requires that you give support and feedback to your classmate's works. If you see that someone does not have any comments made, please review your classmate's works by posting feedback.

8. Aim at getting your discussion assignments & projects in early. (The instructor permits revisions for better grades, most important personal enrichment and improvement if assignment is posted before the due date.) Late assignments or discussions can slow the class down and will not benefit you as the learner.

9. Include references with your answers when it is cited from. Do not violate copyright laws.

10. Respect examples of Students Works posted online. They are posted as a guide.

**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 Courses:**

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

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 via email within 48 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.

**Discussion Requirement-On Line Courses:**

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 take place in a seminar fashion.

This will be accomplished using the discussion forum. The exact use of the discussion board will be determined by the instructor.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

When you are required to participate in the ‘Discussion Forum’ reply with your comments and respond to at least one of your classmates. All comments must be posted by the deadlines to receive credit. You will not receive any credit if you copy comments from readily available resources word for word (ex: online text, lectures, textbook, etc.). 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 conversation or assignment.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their computer, a removable drive, cloud storage, email, etc. before posting to the discussion forum. 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; and 2) grammatical errors can be greatly minimized using the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

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

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

<table>
<thead>
<tr>
<th>Performance Criteria:</th>
<th>Ability</th>
<th>Understanding</th>
<th>Course Learning Outcomes Competencies (T, R, I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1. Professional Communication Skills (Ability)</td>
<td>Ø</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.2. Design Thinking Skills (Ability)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A.3. Investigative Skills (Ability)</td>
<td>Ø</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.4. Architectural Design Skills (Ability)</td>
<td>Ø</td>
<td></td>
<td></td>
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<tr>
<td>A.5. Ordering Systems (Ability)</td>
<td></td>
<td></td>
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<tr>
<td>A.6. Use of Precedents (Ability)</td>
<td></td>
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</tr>
<tr>
<td>A.7. History and Global Culture (Understanding)</td>
<td></td>
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<tr>
<td>A.8. Cultural Diversity and Social Equity (Understanding)</td>
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</tr>
<tr>
<td><strong>REALM A: Critical Thinking and Representation</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>REALM B: Building Practices, Technical Skills, and Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.1. Pre-Design (Ability)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.2. Site Design (Ability)</td>
<td>Ø</td>
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</tbody>
</table>
### B.3. Codes and Regulations (Ability)

<table>
<thead>
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<th>T</th>
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### B.4. Technical Documentation (Ability)

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### B.5. Structural Systems (Ability)

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### B.6. Environmental Systems (Ability)

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### B.7. Building Envelope Systems & Assemblies (Understanding)

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<thead>
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</table>

### B.8. Building Materials and Assemblies (Understanding)

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<th>R</th>
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### B.9. Building Service Systems (Understanding)

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### B.10. Financial Considerations (Understanding)

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</table>

### REALM C: Integrated Architectural Solutions

| C.1. Research (Understanding) |  | T |
| C.2. Integrated Evaluations and Decision-Making Design Process (Ability) | ✓ | T |
| C.3. Integrative Design (Ability) | ✓ | T |

### REALM D: Professional Practice

| D.1. Stakeholder Roles in Architecture (Understanding) |  | T |
| D.2. Project Management (Understanding) | ✓ | T |
| D.3. Business Practices (Understanding) | ✓ | T |
| D.4. Legal Responsibilities (Understanding) | ✓ | T |
| D.5. Professional Conduct (Understanding) | ✓ | R |

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

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

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Competencies (T, R, I)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T Taught</td>
</tr>
</tbody>
</table>

1. **General Education** (Communications, social sciences and humanities): The ability to communicate both orally and in writing, and have an understanding of human behavior.

2. **Math and Science** (Mathematics and Physical Science): The ability to apply the principles of mathematics, statistics and computer science. The understanding of the behavior of materials, equipment and methods used in construction combined with knowledge of physics, chemistry, geology and environmental sciences.

3. **Business and Management**: The knowledge to effectively manage the principle resources of the industry: people and money. Understanding the fundamentals of the free-enterprise system to include accounting, finance, business regulations, contract law, labor law, and marketing.

4. **Construction Science**: An understanding of the contribution of the design process. The ability to communicate with the design professionals and participation in the planning phase of design-build projects. The ability to solve practical communication problems.

5. **Construction**: Involvement and understanding of both office and field activities to include effective management of personnel, materials, equipment, costs and time. The understanding of the contractor's role as a member of a multi-disciplinary team, the assessment of project risk and alternative construction methods (Traditional Design-Bid-Build, Construction Manager and Design-Build).

6. **Other**:
**COURSE OUTLINE: EVENT AND LECTURE SCHEDULE**

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

<table>
<thead>
<tr>
<th>Registration/Assembly Dates</th>
<th>Dates exam scores will be posted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Dates</td>
<td>Holidays</td>
</tr>
<tr>
<td>Graduation Applications</td>
<td>Guest lectures</td>
</tr>
<tr>
<td>Dates for Exams</td>
<td>Project Team Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week # and Class#</th>
<th>Date</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Events:</strong></td>
<td></td>
<td><strong>LATE REGISTRATION/ADD-DROP COURSE PERIOD</strong> (Fee: $50.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 24-31, 2020 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.</td>
</tr>
<tr>
<td><strong>Week No. 1</strong></td>
<td>August 25, 2020 [Tuesday]</td>
<td>Lecture Segment No. 1: Course Introduction and the Class Project Teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Getting to know the instructor and class members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The Course Syllabus:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Class objectives, assignments and grading policies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The class will be divided into teams consisting of 4 to 6 students functioning as regional offices for the architectural firm “Production Studio 2020.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Each office selects a prior design studio project and decides on a proposed city and site location. Once approved the team will prepare construction documents to be completed and submitted the final week of classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Appoint one team member as Office Manager.</td>
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<tr>
<td></td>
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<td>- Each student must complete the Course Syllabus Statement of Agreement. Due: Class No. 2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Each team prepares an Executive Summary about their office team and the project selected. Due: Class No. 3. (The Executive Summary format/template will be posted on the eCourse website or sent to the Office Manager via email.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Each office is to begin planning for a “team social outing.” Submit an Executive Summary reporting on the outing and what the team learned from the meeting. Due: Class #5.</td>
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<tr>
<td></td>
<td></td>
<td>- Each office team will identify an engineer or consultant needed for their project and write a Request for Qualifications (RFQ) letter seeking a proposal from the selected discipline. Due: Class #6. (The RFQ template will be posted on the eCourse website or sent to the Office Manager via email.)</td>
</tr>
</tbody>
</table>

<p>| <strong>Week No. 2</strong> | September 1, 2020 | Lecture Segment No. 2: The History, BIM, and the Future of Construction Documents |</p>
<table>
<thead>
<tr>
<th>[Tuesday]</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The Context for Working Drawings</td>
</tr>
<tr>
<td></td>
<td>- The Importance and Implications of Building Information Modeling (BIM) on the Industry</td>
</tr>
</tbody>
</table>

**Assignments:**

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 7, 2020</td>
<td>LABOR DAY (University Closed)</td>
</tr>
<tr>
<td>September 8, 2020</td>
<td>Lecture Segment No. 3: Planning and Production of Drawings</td>
</tr>
<tr>
<td></td>
<td>- Production Management and Planning</td>
</tr>
<tr>
<td></td>
<td>- Importance of Mock-Up Sets and How to Prepare One</td>
</tr>
<tr>
<td></td>
<td>- Exchanging Data, Collaboration, Project Websites</td>
</tr>
</tbody>
</table>

**Assignments:**
- Read: Chapter 1 (pgs. 39-41).
- Prepare a memo or letter to your client on the recommended Project Delivery Method and General Contractor selection process. Due: Class #6.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9, 2020</td>
<td>CENSUS DATE (12th CLASS DAY)</td>
</tr>
<tr>
<td></td>
<td>FINAL DAY TO DROP/WITHDRAW FROM COURSE WITHOUT ACADEMIC RECORD.</td>
</tr>
<tr>
<td>September 10, 2020</td>
<td>WITHDRAWAL FROM COURSES “WITH ACADEMIC RECORD” (W) BEGINS. ENDS NOVEMBER 2, 2020</td>
</tr>
<tr>
<td>September 15, 2020</td>
<td>DROP FOR NON-PAYMENT OF TUITION AND FEES @ 5:00 PM</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15, 2020</td>
<td>Lecture Segment No. 4: Elements of Construction Drawings, Sequence, Format and Type of Drawings</td>
</tr>
<tr>
<td></td>
<td>- Plans: Site and Floor, Roof and Reflected Ceiling</td>
</tr>
<tr>
<td></td>
<td>- Requirements for Final Construction Document set.</td>
</tr>
<tr>
<td></td>
<td>- Format and requirements for Final Project Presentation.</td>
</tr>
</tbody>
</table>

**Assignments:**
- Read: Chapters 2 (pgs. 48-65), Chapter 3 (pgs. 67-103), and Chapter 6 (pgs. 163-206).
- Begin working on CD set concentrating on creating basic plans (site plan and floor plan/s).
- Read: Chapter 8 (pgs. 227-257), Chapter 9 (pgs. 259-290), Chapter 10 (pgs. 291-322) and Chapter 14 (pgs. 385-417).
- Continue work on CD set concentrating site plan and floor plans.
- Begin working on roof plan.

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 16, 2020</td>
<td>SCHOOL OF ARCHITECTURE CONSTRUCTION SCIENCE CAREER FAIR</td>
</tr>
<tr>
<td></td>
<td>9:00 AM – 3:00 PM held in the Fabrication Center</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 22, 2020</td>
<td>Lecture Segment No. 5: Project Phases, Project Teams, and Project Delivery</td>
</tr>
</tbody>
</table>

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**ARCH 4443 CONSTRUCTION DOCUMENTS**
Prairie View A&M University

Course Syllabus: School of Architecture
Project Phases: SD/DD/CD/BN/CA; Terms you should know!
The Importance and Implications of Construction Documents
  - General Information: Arrangement, Symbols, etc.
  - Order and Sequence of Information
The Role of the Owner/Architect/Contractor
The Roles of Engineers and Consultants
  - Qualifications
  - Interviews and Hiring Decisions
  - Contractual Relations
Civil Engineering
Structural Engineering
Mechanical/Electrical/Plumbing Engineering

Assignments:
- Submit an initial floor plan at with room names, room numbers, and column grid lines. Due: Class #7
- Room Finishes, Doors and Windows

---

Week No. 6  September 29, 2020
[Tuesday]

Lecture Segment No. 6: Symbols, Annotations, and Drafting Conventions
  - CSI Uniform Drawing System
  - Drawing Annotations, Abbreviations, Symbols, etc.
  - Exterior and Interior Elevations
  - Exterior Envelope Assemblies
  - Cross-referencing to Elevations and Plans

Assignments:
- Read: Chapters 13 (pgs. 357-383); and 15 (pgs. 419-435).
- Read: Chapter 12 (pgs. 337-356).
- Continue work on CD set developing elevations, building sections and a typical wall section.
- Submit a progress print of your building elevations with construction notes. Due: Class #10.
- Submit a progress print of your building section with construction notes. Due Class #11.

---

Week No. 7  October 13, 2020
[Tuesday]

Lecture Segment No. 7: Dimensions, Controls, and Schedules
  - From large to small.
  - Special situations.

Assignments:
- Continue working on CD set concentrating on dimensioning.
- Read: Chapter 11 (pgs. 323-336).
  Identify special dimensional control conditions of your project. Discuss in class how you will solve them.

Assignments:
- Read: Chapter 16 (pgs. 437-479).
- Submit a print of your floor plan/s identifying all details you think would be needed for a full CD set. Due: Class #10.
**Course Syllabus**

**Prairie View A&M University**

**School of Architecture**

### Week No. 9
**October 20, 2020**

**[Tuesday]**

**Lecture Segment No. 9: Contract Conditions and Specifications**
- General Conditions and Supplemental Conditions
- CSI Specifications Format

**Assignment:**
- Identify all CSI sections that your team thinks will be needed for your project. Submit an Executive Summary with the list for approval. Due: Class No.11.
- Submit an updated floor plan showing all symbols, dimensions and references for review. Due: Class No.13.
- Submit your site plan and roof plan. Due: Class No.11.
- Read: Speaking of Recommendations, Texas Society of Architects, CHECKSET, August 2002.

### University Events:

**October 29, 2020**

**[Thursday]**

**NOTE! LAST DAY TO APPLY FOR FALL 2020 GRADUATION**
(Ceremony Participation and Name Listed In Program)

**November 2, 2020**

**[Monday]**

**BEGIN APPLICATION FOR FALL 2020 GRADUATION DEGREE**
CONFERRAL ONLY (No Ceremony Participation and/or Name Listed In Program)

**November 2, 2020**

**[Friday]**

**NOTE! WITHDRAW FROM COURSE “WITH RECORD (“W”)**
ENDS

### Week No. 10
**October 27, 2020**

**[Tuesday]**

**Lecture Segment No. 10: Careers and Registration**
- Career Opportunities and Prospects
- Resume Preparation
- Job Interview Techniques.

**MID-TERM EXAM GRADES POSTED**
Submit one typical detail drawn and referenced to your floor plan. Due: Class #11.

### University Events:

**November 2, 2020**

**[Monday]**

60% of the Fall Term is Completed.

### Week No. 11
**November 3, 2020**

**[Tuesday]**

**Lecture Segment No. 11: Building Codes and Constraints**
- Planning and Zoning
- Building and Energy
- Handicapped

**Assignments:**
- Read: Chapter 1 (pgs. 11-22), and Chapter 4 (pgs. 105-134).

### University Events:

**November 9-13, 2020**

**[Monday – Friday]**

**NOTE! PRIORITY REGISTRATION BEGINS FOR SPRING 2021 SEMESTER.**

### Week No. 12
**November 3, 2020**

**[Tuesday]**

**Lecture Segment No. 12: Construction Administration**
- Logistics and Construction Schedules
- Shop Drawings and Submittals

**Assignments:**

### Week No. 13
**November 17, 2020**

**[Tuesday]**

**Lecture Segment #13: The Future of the Profession**
- Errors and Omissions/Insurance
- Continuing Education
- Overseas Practices
<table>
<thead>
<tr>
<th>University Events:</th>
<th>November 13 – January 20, 2021 [Friday – Wednesday]</th>
<th>NOTE! REGISTRATION FOR ALL OTHER STUDENTS FOR SPRING 2021 SEMESTER.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week No. 14</td>
<td>November 24, 2020 [Tuesday]</td>
<td>PROJECT PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>November 25-27, 2020 [Thursday-Saturday]</td>
<td>THANKSGIVING HOLIDAY (UNIVERSITY CLOSED)</td>
</tr>
<tr>
<td>University Events:</td>
<td>November 30-December. 1, 2020</td>
<td>VIRTUAL COURSE REVIEW DAYS.</td>
</tr>
<tr>
<td></td>
<td>December 2, 2020 [Wednesday]</td>
<td>Last Day to Withdraw from the University (ALL courses)</td>
</tr>
<tr>
<td>Week No. 15</td>
<td>December 1, 2020 [Tuesday]</td>
<td>CLASS REVIEW DAY/FINAL DAY OF CLASS FOR FALL SEMESTER: Classes <strong>must</strong> convene and instructors will prepare students for Final Exams. <strong>ALL STUDENTS MUST BE PRESENT!</strong></td>
</tr>
<tr>
<td>University Events:</td>
<td>December 1, 2020 [Tuesday]</td>
<td>Final Day to Apply for Degree Conferral Only for FALL 2020 GRADUATION (No Ceremony Participation or Name Listed in the Program)</td>
</tr>
<tr>
<td></td>
<td>December 3-9, 2020 [Thursday - Wednesday]</td>
<td>FINAL EXAMINATION PERIOD</td>
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<td>December 8, 2020 [Tuesday]</td>
<td>FINAL EXAMINATION</td>
</tr>
<tr>
<td></td>
<td>December 9, 2020 [Wednesday]</td>
<td>FINAL GRADES FOR GRADUATION CANDIDATES DUE BY 12:00 PM ON DECEMBER 12TH!!!!</td>
</tr>
<tr>
<td></td>
<td>December 12, 2020 [Saturday]</td>
<td>COMMENCEMENT</td>
</tr>
<tr>
<td></td>
<td>December 15, 2020 [Tuesday]</td>
<td>FINAL GRADES DUE FOR ALL STUDENTS BY 11:59 PM</td>
</tr>
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In order to assure that you have read over this entire document you are required to sign the Statement of Agreement on the final page of the syllabus and return it at the start of second class period. This will be our contract that you have read over the entire syllabus and that you understand what is expected of you in this class.
STATEMENT OF AGREEMENT
I have read the Course Syllabus for ARCH 4443 for the Fall Semester 2020, including the Class Lecture and Event Schedule, and agree to abide by the conditions for the class as spelled out in this document. My signature indicates my personal commitment to meeting the course objectives and succeeding in this educational endeavor.

Signature-Student

Student name (Please print neatly)   Student ID #   Date

Signature-Instructor

Instructors name   Date

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

 RECEIVED WITH STUDENT’S SIGNATURE: _______________________
 ENTERED INTO GRADE BOOK: ________________________________