# Structural Systems III

**Course Title:** Structural Systems III  
**Course Prefix:** ARCH  
**Course No.:** 5348  
**Section No.:** P01  

"If it doesn’t look right, it’s not right.” -George Winter, FASCE

"Design of concrete structures isn’t easy, but from what we see it looks like it could be.” -anonymous

<table>
<thead>
<tr>
<th>School of Architecture</th>
<th>Department:</th>
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<tbody>
<tr>
<td></td>
<td>☑ Architecture</td>
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<tr>
<td></td>
<td>☐ Construction Science</td>
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<td>☐ Art</td>
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<td>☐ Digital Media Art</td>
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<td>☐ Community Development</td>
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**Class Meeting Days & Times:** Mondays, 6:00-8:30 PM  
**Catalog Description:** (3-0) Credit 3 semester hours. Structural design and analysis of building systems using reinforced concrete, practical design, detailing, code requirements, and economics of structural systems.  
**Prerequisites:** ARCH 4433 or equivalent  
**Co-requisites:** None  
**Mode of Instruction:** ☑ Face-to-face ☐ On-line ☐ Hybrid  
**Instructor:** Steve Wilkerson, PhD, PE  
**Associate Professor of the Practice**  
**Office Location:** School of Architecture, Room 229B  
**Office Telephone:** 832.969.8641  
**Email Address:** smwilkerson@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 and Thursday 1:30-4:30 PM - BY APPOINTMENT  
Students are advised to make appointments with the instructor 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.  
**Required Text:** Architects Studio Companion, Sixth edition; Authors: Edward Allen and Joseph Iano; Publisher: John Wiley & Sons, Inc.; ISBN: 978-1-119-09241-4  
**Optional Text:** Building Structures Illustrated; Authors: Francis D.K. Ching, Barry Onouye, Douglas Zuberbuhler; Publisher: John Wiley & Sons, Inc.; ISBN: 978-1-118-45835-8  
**Recommended Text/Readings:** Reading material in addition to items listed above will be suggested or provided in class, prior to class discussions. Materials in addition to items listed above may be required and will be discussed in class, prior to exams and/or individual project submissions.  
**Course Goals and Overview:** The goal of this course is to understand the theory and practice of concrete design as it pertains to fields of architectural design and building construction.
Course Outcomes/Learning Objectives:
At the end of this course, the students will be able to:

5348.1 Define terminology related to concrete structural systems and elements.
5348.2 Demonstrate understanding of concrete design theory and applications.
5348.3 Recognize the strengths and weaknesses of reinforced concrete as an engineering material.
5348.4 Identify the steps of structural analysis and design for reinforced concrete beams.
5348.5 Recognize and differentiate between concrete structural systems for buildings.
5348.6 Plan, propose, and design concrete structural elements.

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/Online Discussions: 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
- Class Attendance/Participation: Daily attendance and participation in class discussions

Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawings</td>
<td>11 drawings at 1 point each</td>
<td>11</td>
</tr>
<tr>
<td>Course Notebook</td>
<td>1 notebook at 1 point</td>
<td>1</td>
</tr>
<tr>
<td>Discussions</td>
<td>3 online discussion at 6 points each</td>
<td>18</td>
</tr>
<tr>
<td>Case Study and Presentation</td>
<td>1 presentation at 5 points</td>
<td>5</td>
</tr>
<tr>
<td>Exams</td>
<td>1 written exam at 20 points</td>
<td>20</td>
</tr>
<tr>
<td>Final Project and Presentation</td>
<td>1 project at 30 points</td>
<td>30</td>
</tr>
<tr>
<td>Class Attendance/Participation</td>
<td>15 weeks at 1 point each</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
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Grade Determination:
- A = 95-100 points
- B = 85–94 points
- C = 75–84 points
- D = 65–74 points;
- F = 64 points or below

Course Procedures:

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&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.

Instructor’s Attendance and Participation Policy
Prairie View A&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. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. If you fail to submit the weekly tasks when due, you will be marked absent for that week.

Participation and absences are accumulated beginning with the first day of class. If you do not come to class, you may assume that you have received zero (0) points for the class period unless you have a university approved excuse in one of the following classifications:
1. Participation in an activity appearing on the University authorized activity list.
2. Death or major illness in a student’s immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings that requires a student’s presence.
5. Religious holy day.
6. Confinement because of illness.
7. Required participation in military duties.

If you miss class for one of these reasons, you must provide a memorandum plus supporting documentation to clear the absence from your record. These documents will be accepted for ONE WEEK AFTER THE ABSENCE HAS OCCURRED. There will be NO exceptions to this rule. This includes student-athletes who are to provide university forms for reporting absences to participate in approved competitions. Emails will not be accepted to clear these absences. After that, the involvement grade stands. If you have another reason other than these seven for being absent, you may submit a memorandum with supporting documentation requesting that the absence be removed from your record for ONE WEEK AFTER THE ABSENCE HAS OCCURRED. There will be NO exceptions to this rule. All requests will be reviewed and approved or disapproved based 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.

### 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 | Please note the following rules for the conduct of the class.  
1. **Class will begin at the appointed time.**  
2. **Class is dismissed when so indicated by the instructor.** Students are expected to be on time and stay throughout the entire class period. Leaving the classroom presentation or discussion board before the class is dismissed without prior approval from the instructor will result in a loss of participation for that class.  
Lecture Notes and Handouts will be posted on Canvas or sent to your official university email. Handouts distributed during a class period will not be distributed at any other time. It is the student's responsibility to get a copy form another student or source. |
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<tr>
<td>Formatting Documents:</td>
<td>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.</td>
</tr>
<tr>
<td>Exam Policy:</td>
<td><strong>Exams and quizzes will be announced online via Canvas as scheduled.</strong> Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).</td>
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</table>
| COVID-19 Campus Safety Measures | **To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.**  
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.) are recommended in 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 challenging to maintain reliably.  
Physical Distancing - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.  
3. **Personal Illness and Quarantine** - Students required to quarantine are to 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 instructor of their need for accommodations immediately at the outset of the course so that a solution designed to being successful in class can be produced. |
| Academic Misconduct (See Student Planner): | Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.  
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the University Administrative Guidelines on Academic Integrity, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the University Administrative Guidelines on Academic Integrity, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a |
violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

**Forms Of Academic Dishonesty:**

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another’s work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

**Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

**Nonacademic Misconduct (See Student Planner):**

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 contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at the [Title IX Webpage](#) including confidential resources available on campus.

**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 John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University’s global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: https://www.pvamu.edu/library/; Phone: 936-261-1500

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 they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/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: https://www.pvamu.edu/student-success/sass/university-tutoring-center/

Writing Center
The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: https://www.pvamu.edu/student-success/writing-center/; Grammarly Registration: https://www.grammarly.com/enterprise/signup

Academic Early Alert
Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help 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 PV Place and click...
<table>
<thead>
<tr>
<th>Services</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Student Counseling Services</strong></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 assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <a href="https://www.pvamu.edu/healthservices/student-counseling-services/">https://www.pvamu.edu/healthservices/student-counseling-services/</a></td>
</tr>
<tr>
<td><strong>Office of Testing Services</strong></td>
<td>Testing Services serves to create opportunities by offering a 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="http://www.pvamu.edu/testing">www.pvamu.edu/testing</a></td>
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| **Office of Diagnostic Testing and Disability Services** | Office of Diagnostic Testing and Disability Services  
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: https://www.pvamu.edu/disabilityservices/ |
| **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 college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283 |
| **Veteran Affairs**                          | Veteran Affairs 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: https://www.pvamu.edu/sa/departments/veteranaffairs/ |
| **Office for Student Engagement**            | Veteran Affairs 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: https://www.pvamu.edu/sa/departments/veteranaffairs/ |
| **Career Services**                          | 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 |
Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: https://www.pvamu.edu/careerservices/

### Technical Considerations for Online and Web-Assist Courses:

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<thead>
<tr>
<th>Minimum Hardware and Software Requirements</th>
<th>Minimum Recommended Hardware and Software:</th>
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<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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<tr>
<td></td>
<td>• High speed Internet access</td>
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<tr>
<td></td>
<td>• 8 GB Memory</td>
</tr>
<tr>
<td></td>
<td>• Hard drive with 320 GB storage space</td>
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<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>
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<tr>
<td></td>
<td>• Keyboard &amp; mouse</td>
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<tr>
<td></td>
<td>• Most current version of Google Chrome, Safari or Firefox</td>
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*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. 
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. 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 be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Grade and Evaluation

Assignments will be graded regularly but grades will not be posted weekly. Instructor will be cognizant of withdrawal deadlines and make current grades available prior to these deadlines. Midterm and final grades will be made available as soon as possible once determined. Instructor will make an effort to notify students that are likely to receive an unsatisfactory grade in the course in time for the student to attempt to raise their grade. Any student that wants to know their current course average can make a request to the instructor. Course averages can be tracked accurately in your online course so please do not request your average unless you have a specific concern or need it for completing an application or something similar.

All emails will receive a response from the instructor, usually within 48 hours. Urgent emails should be marked as such. Check regularly for responses. You can send email anytime that is convenient to you, but the instructor will check their email messages throughout the work-week (Monday through Friday) during normal office hours and may only read emails outside of these hours under special circumstances. Instructor will make an effort to respond to email messages during the work-week by the close of business (5:00 pm) on the day following their receipt of them. Emails received on Friday will be responded to by the close of business on the following Monday.

Group emails will be sent through your online course. Group emails may be sent out to selected students to notify them of missing work or other concerns that the instructor may have. All group emails will be sent as blind-copy so that student confidentiality is upheld.
Students are required to log-on to the course website regularly to participate in group discussions and read announcements. Usually a weekly announcement will be posted to remind students of any upcoming deadlines and notify students of anything that is important that may not be addressed in online content. It is strongly advised that you check the “Announcement” area daily to keep abreast of important information.

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. Your substantive replies should be posted in time for others to respond. Due dates for initial student post and follow-up response will be stated clearly in each discussion. It is encouraged that students respond to a post that does not already have other responses so that all or most students receive feedback from their peers.

<table>
<thead>
<tr>
<th>Discussion Requirement-On Line Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
### ACCREDITATION/ASSESSMENT CRITERIA Table No. 1-NAAB CRITERIA

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

<table>
<thead>
<tr>
<th>Performance Criteria:</th>
<th>Ability</th>
<th>Understanding</th>
<th>Course Learning Competencies (T, R, I)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>T  R  I</td>
</tr>
</tbody>
</table>

#### REALM A: Critical Thinking and Representation

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

#### REALM B: Building Practices, Technical Skills, and Knowledge

B.1. Pre-Design (Ability)
B.2. Site Design (Ability)
B.3. Codes and Regulations (Ability)
B.4. Technical Documentation (Ability)
B.5. Structural Systems (Ability) ☑️
B.6. Environmental Systems (Ability)
B.7. Building Envelope Systems and Assemblies (Understanding)
B.8. Building Materials and Assemblies (Understanding)
B.9. Building Service Systems (Understanding)
B.10. Financial Considerations (Understanding)

#### REALM C: Integrated Architectural Solutions

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

#### REALM D: Professional Practice

D.1. Stakeholder Roles in Architecture (Understanding)
D.2. Project Management (Understanding)
D.4. Legal Responsibilities (Understanding)
D.5. Professional Conduct (Understanding)

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

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

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

1. Create **written communications** appropriate to the construction discipline.
2. Create **oral presentations** appropriate to the construction discipline
| 3. Create a construction **project safety plan** |
| 4. Create construction **project cost estimates** |
| 5. Create construction **project schedules** |
| 6. Analyze professional decisions based on **ethical principles**. |
| 7. Analyze construction documents for **planning and management** of construction processes. |
| 8. Analyze **methods, materials, and equipment** used to construct projects. |
| 9. Apply construction management skills as a member of a **multidisciplinary team**. |
| 10. Apply **electronic-based technology** to manage the construction process. |
| 11. Apply basic **surveying techniques** for construction layout and control. |
| 12. Understand different **methods of project delivery** and the roles and responsibilities of all constituencies involved in the design and construction process. |
| 13. Understand **construction risk management**. |
| 14. Understand **construction accounting and cost control** |
| 15. Understand **construction quality assurance and control**. |
| 16. Understand **construction project control** processes. |
| 17. Understand the **legal implications** of contract, common, and regulatory law to manage a construction project. |
| 18. Understand the basic principles of **sustainable construction**. |
| 19. Understand the basic principles of **structural behavior**. |
| 20. Understand the basic principles of **mechanical, electrical and piping systems**. |
# 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.

<table>
<thead>
<tr>
<th>Registration/Assembly Dates</th>
<th>Key Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Applications</td>
<td>Holidays</td>
</tr>
<tr>
<td>Proctored Exams</td>
<td>Class Sessions using ZOOM or teleconference technology</td>
</tr>
</tbody>
</table>

## 16 WEEK CALENDAR

### Week One: Topic August 23-27, 2021
Structure Fundamentals (Review)

Assigned:
- Drawing 1, Discussion 1, Course Notebook

University Events:
- August 23-September 1, 2021
- 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 30-September 3, 2021
Concrete as an Engineering Material

Due:
- Drawing 1, Discussion 1, Statement of Syllabus Agreement

Assigned:
- Drawing 2, Presentation (Concrete Building Case Study)

### Week Three: Topic September 6-10, 2021
STUDENT PRESENTATIONS

Due:
- Drawing 2, Presentation (Concrete Building Case Study)

Assigned:
- Drawing 3

### Week Four: Topic September 13-17, 2021
Concrete Framing Systems

Due:
- Drawing 3

Assigned:
- Drawing 4

### Week Five: Topic September 20-24, 2021
Concrete Foundation Systems

Due:
- Drawing 4

Assigned:
- Drawing 5

### Week Six: Topic September 27-October 1, 2021
Building Lateral Systems and Wind Loads

Due:
- Drawing 5

Assigned:
- Discussion 2

### Week Seven: Topic October 4-8, 2021
MID-TERM EXAM (ONLINE)

Assigned:
- Drawing 6

### Week Eight: Topic October 11-15, 2021
Framing and Column Layout

---

**University Events:**
- September 15, 2021 [Wednesday] PVAMU Construction Science Career Fair 9:00 AM- 4:00 PM held in held in the Fabrication Center

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due</th>
<th>Assigned</th>
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</thead>
<tbody>
<tr>
<td>Nine</td>
<td>NO CLASS MEETING OR NEW MATERIAL</td>
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<tr>
<td></td>
<td>University Events:</td>
<td>October 18, 2021</td>
<td>MENTAL HEALTH/ WELLNESS DAY (Student and Faculty No-Class Day)</td>
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<tr>
<td></td>
<td></td>
<td>[Monday]</td>
<td>2021 Staff Enrichment Day</td>
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<td>October 20, 2021</td>
<td>MID-TERM EXAM GRADES DUE</td>
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<tr>
<td></td>
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<td>[Tuesday]</td>
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<tr>
<td>Ten</td>
<td>Planning Example/Framing Vignettes</td>
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<tr>
<td></td>
<td>Due:</td>
<td>Drawing 7</td>
<td></td>
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<td></td>
<td>Assigned:</td>
<td>Drawing 8, Project (Integrated Building Design)</td>
<td></td>
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<tr>
<td>Eleven</td>
<td>Design of Concrete Members (Theory)</td>
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<tr>
<td></td>
<td>Due:</td>
<td>Drawing 8</td>
<td></td>
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<td></td>
<td>Assigned:</td>
<td>Drawing 9, Discussion 3</td>
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<tr>
<td>Twelve</td>
<td>Design of Concrete Members (Application)</td>
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<td></td>
<td>Due:</td>
<td>Drawing 9, Discussion 3</td>
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<td></td>
<td>Assigned:</td>
<td>Drawing 10</td>
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<tr>
<td>Thirteen</td>
<td>Detailing of Concrete Members</td>
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<tr>
<td></td>
<td>Due:</td>
<td>Drawing 10</td>
<td></td>
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<tr>
<td></td>
<td>Assigned:</td>
<td>Drawing 11</td>
<td></td>
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<tr>
<td>Fourteen</td>
<td>STUDENT PRESENTATIONS (ONLINE)</td>
<td></td>
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<td></td>
<td>Due:</td>
<td>Drawing 11, IBD Project and Presentation (Group 1)</td>
<td></td>
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<tr>
<td></td>
<td>University Events:</td>
<td>November 25-27, 2021</td>
<td>THANKSGIVING (UNIVERSITY CLOSED)</td>
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<tr>
<td></td>
<td></td>
<td>[Thursday-Saturday]</td>
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<td>November 25-27, 2021</td>
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<td>[Thursday-Saturday]</td>
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<tr>
<td>Sixteen</td>
<td>STUDENT PRESENTATIONS (ONLINE)</td>
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<tr>
<td></td>
<td>Due:</td>
<td>IBD Project and Presentation (Group 2), Course Notebook</td>
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<td></td>
<td>University Events:</td>
<td>December 1, 2021</td>
<td>Last day of class for Fall Semester 2021!</td>
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<tr>
<td></td>
<td></td>
<td>[Wednesday]</td>
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<td>December 1, 2021</td>
<td>FALL 2021 GRADUATION: Final date to apply for degree conferral. (No ceremony participation or name listed in program.)</td>
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<td></td>
<td></td>
<td>[Wednesday]</td>
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<td>December 2-8, 2021</td>
<td>Last Day to Withdraw from the University (ALL courses)</td>
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<td></td>
<td>FINAL EXAMINATION PERIOD</td>
</tr>
</tbody>
</table>
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 5348 Fall Semester 2021, 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

________________________________________
Steven Wilkerson 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: _______________________________