# Course Title:

Design VIII

# Course Prefix:

ARCH

# Course No.:

4476

# Section No.:

P01

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## Living Lab for Climate Justice

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

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

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

Livinglabforclimatejustice.org

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## School of Architecture

<table>
<thead>
<tr>
<th>Department</th>
<th>Architecture</th>
<th>Construction Science</th>
<th>Art</th>
<th>Community Development</th>
</tr>
</thead>
</table>

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## Course Location:

Nathelyne Archie Kennedy Building

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## Class Meeting Days & Times:

Monday, 1:30 PM - 3:20 PM; Tuesday (LAB) 1:30-3:20; Wednesday + Thursday 12:30 - 3:20

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## Catalog Description:

“(6) Credit 6 semester hours. Problem solving and presentation of advanced design principles, concepts and ideas as applied to architectural problems.”

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## Prerequisites:

ARCHITECTURE DESIGN VII ← This requirement will NOT be waved!

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## Co-requisites:

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## Mode of Instruction:

☑ Face-to-face □ On-line □ Hybrid

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## Instructor:

April Ward, AIA Track, LEED GA + GCP, PhD Student Professor of Architecture

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## Office Location:

School of Architecture, Prairie View A&M University, Room

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## Office Telephone:

(832) 372-5497

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## Fax:

(936) 261-9826

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## Email Address:

jaward@pvamu.edu

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## U.S. Postal Service Address:

Prairie View A&M University
P.O. Box 519
Mail Stop 2100
Prairie View, TX 77446

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## Office Hours:

Monday 11:00 AM - 1:00 PM + 4:00 PM - 5:30 PM
Wednesday-Thursday 11:00 AM - 12:00 PM

OTHER HOURS BY APPOINTMENT. Students are advised to make appointments with the professor ahead of time and be specific with the subject matter to be discussed. Students must be prepared for their appointment by bring all applicable materials and information to the meeting.

*Meeting Success Formula= Pen + Paper + Preparation + Punctuality!*
Virtual Office Hours:  
BY Appointment. Via GroupME and Email.

Authors: Edward Allen and Joseph Iano; Publisher: John Wiley & Sons, Inc. ISBN: 0470641916  
NOTE: This book is required!← Professor will provide PDF  |
|---------------|-----------------------------------------------------------------------------------------------------|

| Optional Text/s: |  
NOTE: Strongly recommended for your professional library.>  
Building Codes Illustrated; A Guide to Understanding the International Building Code;  
Building Construction Illustrated; and/or  
Green Building Illustrated; Author: Francis D. K. Ching; Publisher: John Wiley & Sons, Inc.  |
|----------------|------------------------------------------------------------------------------------------------------------------|

| Required Readings: | A Sustainable Housing Response to Hurricane Katrina  
Planning Lessons from Three U.S. New Towns of the 1960’s and 1970’s  
FEMA Guide to Coastal Construction  
Fortified Home Building Standards  
• A Field Guide to American Houses  
• the Senior CoHousing Handbook  
• In-Laws, Outlaws, and Granny Flats  
• How to Build an In-Law Unit in California  
Select precedent research and assigned readings throughout course.  |
|-------------------|-------------------------------------------------------------------------------------------------------------|

| Learning Resources | PVAMU Library:  
Telephone: (936) 261-1500;  
web: http://www.tamu.edu/pvamu/library/  
Use the Reference Desk at the library where the staff is eager to guide your research. They can orient you to hard copies and on-line resources.  |
|--------------------|-----------------------------------------------------------------------------------------------------------------|

|                       | University Bookstore:  
Telephone: (936) 261-1990  
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d  |
|-----------------------|---------------------------------------------------------------------------------------------------------------------|

|                       | The Writing Center  
Telephone: (936) 261-3700  
The Writing Center’s goal is to provide a friendly, stress-free environment for students from all over campus to meet with a consultant and talk about writing of all types. They provide a responsive audience and advice from experienced writers in sessions generally lasting thirty to forty-five minutes. Sessions of this length offer time to work individually with students on any aspect of the writing process: from brain storming and drafting, to revising and proofreading. They will explore ways to improve a student’s overall writing skills. They do NOT proofread or edit for students, but instead teach proofreading and editing techniques. Their goal is to: make a better writer for the long term.  |
|----------------------|--------------------------------------------------------------------------------------------------------------------------|

|                       | Student Academic Success Center  
Telephone: (936) 261-1040  
Student Academic Success Center identifies academic and social roadblocks that interfere with persistence and timely graduation of PVAMU students. SASC informs campus-wide policies by staying current with retention literature and best practices. Further, SASC develops programs and services that are specifically aimed at continuing the academic success of the first year. We strive to provide PVAMU students with “Navigation to Graduation”.  |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------|
Course Goals and Overview:

Description:
Exploration of urban design and the human and environmental impact of individual designs in the built environment.

This course will ask you to examine the ways in which urban architecture and architectural design of public space can be designed to integrate & reflect - the current needs and collective beliefs of the public; as well as collective aspirations – a building as living cultural, social, ecological + political stance - acted upon smooth and striated urban grids to establish and set the tone for future development and collective life in diverse urban environments, such as Houston.

Your design challenge, to develop an architectural design, with positive social and ecological impacts in the urban environment, that are measurable and experiential. Through the frameworks of regenerative design, critical regionalism, and environmental justice - your site and building design will be; integrative, energy efficient, climate responsive, respectful and restorative of ecology + local habitat - while addressing social equity and resilience in a poetic way through applicable building codes, systems, locally sourced materials, structural and envelope detailing.

You will work from the following performance guides to generate measurable design:
- FEMA Coastal Construction Guide
- the Living Building Challenge Guidelines
- Fortified Home Standards
- City of Houston Codes and International Building Codes
- AIA COTE Top Ten Measures
- AIA Environments for Aging Knowledge Community

The project is of intermediate to high levels of complexity, scope and intensity. 40,000 sq. ft. or more. This is an opportunity to reinforce your skill set in integrative design (environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies). The building program is a hybrid – a new typology. A pocket Neighborhood that is scalable and replicable throughout Houston and potentially Prairie View.

Goals:
This course is an introduction to urban site analysis, facility programming and architectural facility development. Architectural precedent analysis, in relation to architectural theory, and various design exercises, will provide a context for exploring various strategies for the development of creative relationships between program, site, building structure and human perspective/experience. The course will
encourage students to consider ** ethic, aesthetic, and critical issues** confronting contemporary civilization, vis-à-vis novel programmatic and technological, environmental and phenomenological issues.

**NAAB SPC:**
- A.3 Investigative Skills
- B.3 Codes and Regulations
- B.5 Structural Systems
- B.7 Building Envelope Systems and Assemblies
- B.9 Building Service Systems
- C.2 Integrated Evaluations and Decision-Making
- C.3 Integrative Design

This will be accomplished through design at three scales.

1. Design/Build
2. The Home Unit (scalable for multiple lots, senior or ADA ready, hurricane ready)
3. The Neighborhood Village

You will work on a conceptual master plan for a neighborhood/village. The village neighborhood will consist of small footprint homes, shared community structures and outdoor public spaces. You will also develop a small footprint home for both Harvey Recovery with our non-profit building partners that is buildable. Some portion of the design will be built at 1:1 scale. Other deliverables include, permit plans and site models.

Students will be expected to apply principles of regenerative design in their projects. Specifically--as the project relates to the regeneration and resilience of a community after sustained environmental injustice and mega-storm events; such as Tropical Storm Allison, Hurricane Ike and Katrina, and most recently – Hurricane and Tropical Storm Harvey. Students will work individually and as a team, the dynamic of the coordination needed in a firm will be followed during team work. Each student will be given/choose a role, if they are non-compliant in their role, the role will be reassigned by the Professor.

**Learning Outcomes**

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

- **4476.1** Expose the students to and provide a basic understanding of building Codes and Regulations.
- **4476.2** Sharpen critical thinking skills, investigative + decision making skills of students through design practice (process/methodology), integrated evaluations, and integrative design.
- **4476.3** Discuss, examine, and apply building envelope systems and assemblies.
- **4476.4** Examine and visually communicate the relationship(s) between structural systems and building service systems.
- **4476.5** Expose the students to theories and ethics associated with contemporary urban development.
- **4476.6** Challenge the students to be innovative as they move from precedent to position in the design of programmatic and technological, environmental and phenomenological issues.

### Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

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

### GRADING MATRIX

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Design Presentation, Design/Build Progress, CoH Permit Drawings 100% and Cost Estimate 100%</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Final Design Presentation, Design/Build 100%</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Pocket Neighborhood Master Plan Site Model 100%</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Class Attendance/ Professionalism/ Built 1:1 Progress</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL POTENTIAL POINTS</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**GRADE DETERMINATION:**

- **A** 100-90%
- **B** 89-80%
- **C** 79-70%
- **D** 69-60%
- **F** 59% and below

### Course Procedures

**Taskstream**: Taskstream is a tool that Prairie View A&M University uses for assessment purposes. **One of your assignments may be considered an "artifact," an item of coursework that serves as evidence that course objectives are met.** More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**University Attendance Policy**: Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or assignment of a grade of “F.” Absences are accumulated beginning with the first day of class.

**Instructor’s Attendance and Participation Policy**: As a student in a professional practice course at Prairie View A&M University you are expected to attend each class. Class attendance is recorded on roll sheets that are circulated to record your name and signature. Studio will run on Monday, Wednesday and Thursday, promptly from 1:00pm to 3:20pm. Students are expected to sign in, be present and working in studio during these times. All students must attend studio, lectures and discussions each week on time. Students are expected to use the studio space for production, reflection and academic conversation during the semester. Take advantage of the resources of your colleagues, the energy of the studio, and the space provided by the school by working in studio. Respect your colleagues, keep the space as quiet, clean and orderly as it needs to be to facilitate a working atmosphere. A designated area for studio meetings and pin ups consisting of a large table, space and a wall should be kept clear and useable at all times. Your computer and other materials need to be with you in the studio, at least when you are there. Students, as well as instructors, are expected to treat each other with mutual respect as outlined in the PVAMU Studio Culture policy, available from the School office.
All absences must be accompanied with a medical doctor’s note and discussed with the instructor in advance when applicable. Consistent absences without prior consent or a doctor’s note will result in grade reduction by one level (e.g. from B+ to B).

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 points or below</td>
</tr>
</tbody>
</table>

Grading of Assignments:
A+/+/: An excellent or distinguished response to the assignment or exam. The work is: well written, thoughtful, shows rigorous and independent thinking, critical inquiry and reconsideration, illustrates a wholeness and multiplicity of depth, synthesizes the material into a precise investigation, imaginative, and develops a personal language. This student is a great verbal and visual communicator. Very motivated.

B+/+/: A good response to the assignment. The work is: well written, thoughtful, shows clear and independent thinking, and begins to illustrate critical inquiry. The language is somewhat creative, but a bit derivative, a bit fragmented, good communicator verbally and/or visually, but not great. Motivated.

C+/+/: A somewhat acceptable response to the assignment: basically getting work done, but without a clarity of thought or any critical inquiry, no personal voice, unfocused and fragmented work, material not really synthesized, normative. Somewhat motivated.

D-F: An unacceptable response to the assignment: barely meets the requirements, without any clarity of thought or any critical inquiry. No personal voice, may plagiarize, unfocused and fragmented work, material not synthesized, cynicism, lack of taking responsibility for the work. No motivation.

Final Grades
“A”
Exceeds expectations of the course and the curricular requirements. Students’ exam and assignment scores are consistently among the highest within the peer group. The written/graphic work is consistently insightful, imaginative, well-constructed, and proofread. The student employs critical thinking skills using argument and support, synthesis, and precise language while developing a clear and identifiable personal voice. This student is an excellent researcher and demonstrates clear knowledge of research skills, proper documentation of sources/case studies, and accurate use of architectural language and graphic conventions to relay design intent. This student is very motivated to succeed in the class, participates often, and (in the appropriate course studio setting) takes measures to connect with their instructors and their peers in a mature and reasoned manner. The studio design work is comprehensive, going above and beyond to integrate all course goals, objectives, and basic components. The work stands out as exemplary among their peers.

“B”
Fulfills expectations of the course and the curricular requirements. Students’ exam scores consistently meet the average in the peer group. The written work is usually a good response to the assignment and is well written, thoughtful and shows clear and independent thinking. This student begins to illustrate competence in critical thinking skills such as argument and support, but their work is not consistently proofread, nor clearly demonstrates complete mastery of your
chosen subject matter. This student is a good communicator, but could work a bit harder on clarity, argument, research, and documentation of sources. They are motivated to succeed in the class and occasionally participate in class discussions (where applicable), or attempt to meet with their instructor. Their work shows promise of development and synthesis.

“C”
Under-achieves expectations. A final grade of “C” in this course illustrates that the student fulfilled most of the requirements of the course, almost fulfilled all and met most of the expectations of the course, and/ or did not fulfill all or meet most of the expectations of the course. The C range student is basically getting work done in this course, but without clarity of thought and little or no critical inquiry. The exam/ assignment scores are either just below or well below (depending upon the +/-) the average for the class. This student shows little or no personal voice and is somewhat (or completely) unfocused. This student is somewhat competent in their written and graphic work, but it is often fragmented and the material is either not (or more often than not) synthesized. In the appropriate size class, this student rarely participates in class discussions and does not make (or rarely makes) an attempt to meet with their instructor to go over their work. Often you are unfocused during studio time, in your written, graphic and/or oral presentations, and personal design process/ work flow/ time management. Few critical thinking skills such as argument and support are exhibited in their work, and they often resort to opinion instead of reason. This student occasionally shows motivation to succeed, but it is not on a consistent basis. With consistent dedication to improving in those areas where the work and skills are insufficient (and by using the resources provided by their instructor and the university centers for writing and learning) this student could improve. Often, this student does not have the required personal laptop computer, struggles with graphic (hand drawn or otherwise) conventions and architectural computer programs.

Note: C- is not a grade that can be given in the official final or midterm grade for courses but may be used as a marker for projects and exams within the course to distinguish between C and D work.

“D”
Does not meet most expectations. A final grade of a “D” in this course illustrates that the student did not meet most of the expectations or requirements of the course or the curriculum. This student is barely meeting the requirements of this course. There is a serious, consistent lack of work and/ or excessive personal absence in the course (unexcused). They may have missed assignments, classes, exams, and/or presentations (unexcused). Their work is without any clarity of thought, shows no critical inquiry or use of architectural graphic conventions/ and programs. Their exam/ assignment grades and graphic skills may be in the lowest percentage of the classes, and their written work and design work shows no personal voice, no research skills, or research documentation skills. This student may be using research resources without proper documentation. Their work, on the whole is unfocused, fragmented not synthesized, potentially cynical, or opinionated. The student did not take responsibility for the quality of the work, and made little or no effort to contact their instructor to find out how to do better within the course. When applicable, this student does not participate in class discussions and may be disrespectful to their peers or instructor. There is little/ to no work in the google drive folder, and it is not reflective of progressive learning throughout the time of the course. They illustrate no motivation.

“F”
Fails all expectations of the requirements and expectations of this course. This student may have missed all or most of their assignments, exams, classes, and presentations. There is little/ to no work in their google drive folder. They show no interest in their work. They made no attempt to improve their situation.

You are not in competition with your fellow classmates for points. Participation and absences are accumulated beginning with the first day of class on. If you do not come to class, you may assume that you
have received zero (0) points for the class period unless you have a university approved excuse in one of the following classifications:

1. Participation in an activity appearing on the University authorized activity list.
2. Death or major illness in a student’s immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings that requires a student’s presence.
5. Religious holy day.
6. Confinement because of illness.
7. Required participation in military duties.

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.

### Course Format & Material Requirements:

The course will follow a studio format with emphasis on student participation. Students are expected to attend all classes and they are expected to have read all reading materials for class prior to attending studio for discussions and lecture components. Students will need a laptop computer, T-square, architectural pencils (2B-6B, 0.5mm & 0.8mm), sketch book, trace paper 18” roll, museum board, chip board, foam core, bass wood, rapidograph pens, prismacolor markers (sand, brown, black, green, blue), architect & engineer scales, exacto, cutting board, glue, eraser, metal straight edge, digital file back-up google drive folder.

### Basic Components of Design Studio Drawings & Models

- Precedent Analysis
- Program/ Space Diagram
- Site Analysis and Circulation Diagram
- Energy Analysis (climate consultant)
- Sun position/ Daylight Study
- Sustainability Strategies Diagram
- Stakeholder Wayfinding Diagram
- Design Process - Sketches (trace paper)
- Process Models (3d computer and physical)
- Code Analysis
- Structural Systems + Materials Research
- Exploded Structural Diagram
- Site Locator Map, North Arrow
- Site Plan/ Ecological Plan with key
- Site Model with Building Mass Model
- Building Study Model
- Floor Plans with key + square footage
- Building Section + Site Section
- Building Axonometric/ Perspective Drawing
- Building Elevations with Site Context Drawings or Photos
- Structural + Systems Diagrams and Details

### Midterm Design Presentation:

**Midterm Design Presentation.** Midterm presentation should include but is not limited to Basic Components of Design to the use of one of the following building performance measurement systems.

**Sustainability Diagram, Site Model, Study Building Model and the Building Section Drawing.** You will be assessed on **Graphics, Sustainability Measures, and overall Project Presentation.** Use the feedback and conversation during the review to refine, edit, and complete the design details for the final review. Each review is a unique opportunity to extend architectural dialogue and investigation with visiting professionals, attentive, respectful behavior is critical during peer presentations.

#### AIA COTE Competition Draft:

"Graphics: No more than four (4) digital boards at 20” x 20” (PDF or JPEG files), to include the following: Documentation must adequately convey the project’s relationship to topography and physical context, formal and programmatic organization, circulation patterns, and experiential qualities. All drawings should be labeled; indicate scale and orientation where necessary. At minimum, include the following: • Site or context plan • Floor plans • Building / site sections • Perspective or isometric view (digital rendering or model photograph) Present diagrams or images that best display how the project meets the three design criteria by considering the ten measures of sustainability. Some measures may require a specific graphic or calculation; others are open-ended. Where applicable, provide labels and notes on how calculated metrics are obtained.
### Final Design Presentation:

**Final Design Presentation.** Your final presentation should be graphically designed to support your overall project statement and approach. This is an opportunity to integrate, refine, edit and complete the design based on the midterm feedback loop. By this presentation, you will have made final design decisions, layered another round of tracings, edits and details into your design work to best illustrate your architectural position. Presentation boards should be graphically designed as one composition (square or linear). Final presentation should include, but is not limited to, updated material from Midterm Presentation and newly developed material. You will be assessed on Graphics, Sustainability Measures, and overall Project Presentation. Final AIA COTE competition submittal. Your project must be updated to the studio Masterplan. ALL individual and group Files Must be Uploaded to the Student Folder online. (100 Points)

### Other Assignments:

**Illustrated Architectural Sustainability Diagram.** You will turn in/ print and present well developed 24” x 48” drawing during the Midterm and Final Presentation that clearly communicates the sustainable features and performance measures of the project.

**Neighborhood Master Plan, Site Plan, + Preliminary Research.**

**Site + Building Study Models.** You will turn in/ and present your site model during the midterm and final presentations. A study building model is due during the Midterm Presentation and the complete/ updated final site & building model are due during the Final Presentation.

**Architectural Line Drawings.** Plans, elevations, sections to scale. 3 line weights, 1 poche, 1 color (10% screen).

**Building Section Drawing & Building Relief Section Model.** You will turn in and present your building section drawing during the midterm presentation & the building relief section model during the Final Presentation. You will update/ revise the building section drawing for the final presentation.

**3D Model + Energy/ Daylight Model.** Exploded axonometric and analysis.

**Class Attendance** and class discussion is required.

**Design Process/ Work Flow.** Make progress each week producing new/ and or updating drawings and/or models in an academically professional, consistent, intentional, and organized way, incorporate appropriate feedback loops in an integrative way. Present your design process material during the midterm and final presentations in a book format or in a linear timeline along the bottom of the other presentation boards.

### 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 Class Presentations:** Professional dress is expected for all 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. **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.
### Conduct of the Class and Care of the Facility

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Class will begin at the appointed time.</td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
</tr>
<tr>
<td>3.</td>
<td>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.</td>
</tr>
<tr>
<td>4.</td>
<td>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.</td>
</tr>
<tr>
<td>5.</td>
<td>Monday - LAB + Printing</td>
</tr>
<tr>
<td>6.</td>
<td>Tuesday - Pin Up, Desk Critique + Presentations</td>
</tr>
<tr>
<td>7.</td>
<td>Wednesday - Collaborate + Generate</td>
</tr>
<tr>
<td>8.</td>
<td>Thursday - Collaborate + Generate + Upload Files</td>
</tr>
</tbody>
</table>

### Submission of Assignments:

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

### Formatting Documents & Class Communication

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to save the document in either Microsoft Word, Rich-Text, or plain text format. All communication regarding this course will be conducted through the official PVAMU e-mail service (YOUR_ID@student.pvamu.edu). Back up all digital files and turn in digital files online through the studio assigned google drive folder - this is a precaution against catastrophic loss of work due to corrupt or unsaved digital files and an opportunity to develop and organize digital work flow and design process. Save as many versions as needed into clearly labeled “working” files. Use the following naming conventions to save final/presentation quality work into a “presentation” folder: **LastName_FileName_00-00-07.format**

### Presentation Policy:

Presentations should be taken as scheduled. No makeup presentations will be allowed except under documented emergencies (See Student Handbook).

### Professional Organizations and Journals

- [APA](http://www.apastyle.org/)

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**Notes:**

- Checking email, playing a game, messaging and other non-class related activities are not allowed at any time and will subject the student to losing all participation point for that class period.
- Harassment of your fellow students of any kind will not be tolerated.
- No children, friends, family members or guests are allowed in the class without prior approval. Failure to adhere to this rule will result in a "0" entered in attendance for that class period.

**Code of Conduct and Professionalism**

All students are expected to abide by the PVAMU Student Code and the academic regulations and standards detailed in the Student Catalog.

While team work is encouraged because it provides a critical learning and peer experience, students must complete their individual assignments on their own. Plagiarism and fabrication will not be tolerated. Plagiarism means intentionally or knowingly appropriating, either word for word (or in substance), from the writing and/or drawing of another and incorporating these as your own written and/or design work offered for credit. Fabrication means the intentional falsification or invention of any information or citation. Plagiarism, fabrication, and other violations to the Student Code of Conduct constitute full and sufficient grounds for disciplinary action. For this course, we shall be using the American Psychological Association (APA) style of reference and citation. All students are expected to familiarize themselves with the details of the APA style, available here: [http://www.apastyle.org/](http://www.apastyle.org/).

Disruptive Behavior that persistently or grossly interferes with classroom activities is considered may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. Email the Professor immediately to address course issues; unresolved matters can be elevated by the student or the professor to the Director of Architecture. All students are also encouraged to follow the American Institute of Architects (AIA) Code of Ethics and Professional Conduct for architects found here: [http://aia8.prod.acquisasites.com/sites/default/files/2016-04/AIA-Ethics-Code-of-Ethics-2012_0.pdf](http://aia8.prod.acquisasites.com/sites/default/files/2016-04/AIA-Ethics-Code-of-Ethics-2012_0.pdf).
Disability Statement: (See Student Handbook)  
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Students should also inform the instructor of their need for accommodations immediately at the outset of the course so that a solution designed to being successful in class can be produced.

Academic Misconduct: (See Student Handbook)  
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms Of Academic Dishonesty:  
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic Misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

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

Sexual misconduct (See Student Handbook):  
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

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

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements  
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0/plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

Technical Support:  
Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day 7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

Communication Expectations and Standards:  
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but the instructors will check their email messages continuously during the day throughout the work-week (Monday through Friday) during normal office hours. Instructors should respond to email messages during the work-week by the close of business (5:00 pm) on the day following their receipt of them. Emails received on Friday will be responded to by the close of business on the following Monday.
This course is structured to assist the student meet the following criteria shown in Table No. 3 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 “NAAB Conditions for Accreditation.”

### Performance Criteria:

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Ability</th>
<th>Understanding</th>
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</thead>
</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.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

This course is structured to assist the student meet the following criteria for Accreditation.

### COURSE OBJECTIVES:

<table>
<thead>
<tr>
<th>Competencies (T, R, I)</th>
<th>Taught</th>
<th>Reinforced</th>
<th>Utilized/Integrated</th>
</tr>
</thead>
</table>

1. Be able to understand basic pre-design and site design issues/strategies. Students will also understand how to integrate the building system into the site and larger community context.

2. Demonstrate the ability to integrate cultural issues and traditions that influence how we live and inhabit spaces into design systems.

3. Define and understand architecture as a holistic system with spatial, structural and mechanical and life-safety elements including fire egress components.
4. Be able to analyze a site as not only a fixed place, but as ongoing, ever-changing living system.

5. Identify architecture as a coherent system that is underpinned with a clear intention.

6. Utilize systems thinking to understand how a project impacts the greater whole of which it is a part, and visually communicate that impact.

7. Demonstrate a basic understanding of sustainability measures including net zero energy design, net zero water design, low impact development, responsible material sourcing, healthy indoor air quality, resilient design, and supporting local food production and natural habitats.

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**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>

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**16 WEEK CALENDAR**

**Week One: Topic**

**January 13-17, 2020**

**Introductions and Course Syllabus**

**Intro to the Project – Lecture, Program, Site and Case Study**

Reading (s):

- Case Study_A Sustainable Housing Response to Hurricane Katrina
- Case Study_Previous Race to Zero/ Studio Designs (Livinglabforclimatejustice.org)
- Case Study_Rice University ADU
- Master Planning_Living Community Challenge Standard
- Hurricane Videos

Assignment (s):

- Review course syllabus.
- Each student must complete the Student Information Form, Baseline Survey (Entry) and Course Syllabus Statement of Agreement.
- Fill out Personal Profile Sheet.
- Open Assigned Google Drive Folder
- Access files and website- Livinglabforclimatejustice.org
- Attend the events, familiarize yourself with the projects
- Assign Roles
  1. Beauty’s Garden (Saturday Jan. 18th Peace thru Pie Event- Ms. Yvette, Sunday at the Garden: 3201 Airline Drive)
  2. ADU Design - (Neighborworks Response+Recovery Training 1/27-1/29, City of Houston Planning Department)
     a. Site Option 1 - Site Visit Ms Rosia’s Street TBD (5th Ward)
     b. Site Option 2 - Catholic Charities Site (Habitat)
     c. Site Option 3 - Next to Beauty’s Community Garden (Studewood/ IH)
     d. Site Option 4 - Avenue CDC Site (Near Northside)
     e. (Possible Site Option) Master Plan for Prairie View (Site Visit- TBD - the Woodlands- Dr Bradford)
<table>
<thead>
<tr>
<th>Week Two: Topic</th>
<th>Project and Case Study Analysis + Preliminary Site, Neighborhood and Typology Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20-24, 2020</td>
<td>Site Visits + Analysis- Woodlands</td>
</tr>
</tbody>
</table>
| Readings (s): | - A Field Guide to American Houses  
- the Senior CoHousing Handbook  
- In-Laws, Outlaws, and Granny Flats  
- How to Build an In-Law Unit in California  
- Pocket Neighborhood Design |
| Assignment (s): | - MASTER PLAN/ POCKET NEIGHBORHOOD  
- Demographics Analysis  
- ¼ Mile Radius Analysis (walkability)  
- Financial + Property Analysis  
- Site Analysis – walking audit prep., daylight study, climate consultant, solar pvwatts.com, mapping, financial analysis  
- Print Preliminary Site Plans, Neighborhood Master Plan, Maps  
- Running Street Elevations (SEE EXAMPLE)  
- Typology Overlay to scale  
- Site Visit |

<table>
<thead>
<tr>
<th>Week Three: Topic</th>
<th>Project Form Making, Programming, Stakeholder Roles + Diagramming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (s):</td>
<td>- ALL Lecture material and handouts</td>
</tr>
</tbody>
</table>
| Assignment (s): | - Develop OPTION ADU for Site  
- Project Goals  
- Space Programming 3D and 2D Drawings with square footage  
- Citizen Participation and Feedback  
- D.O.E. Site Solar Analysis and Site Analysis  
- Include all off grid capabilities/ Hurricane Readiness  
- All Students generate 1 Floor plan Option (with modular capabilities)  
- DUE -> 5th Pin Up + Presentation/ Charrette (USE POSTER TEMPLATE) |
| University Events: | January 29, 2020 [Wednesday]  
**CENSUS DATE** (12TH CLASS DAY): COURSE RESERVATIONS CANCELLED FOR NON-PAYMENT.  
LAST DAY TO WITHDRAW FROM COURSE WITHOUT ACADEMIC RECORD.  
January 30,- March 27 2020 [Thursday]  
**NOTE! WITHDRAWAL FROM COURSES "WITH ACADEMIC RECORD" (W) BEGINS** |

<table>
<thead>
<tr>
<th>Week Four: Topic</th>
<th>Neighborhood Master Plan, Site Master Plan, and Preliminary Conceptual Designs</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3-7, 2020</td>
<td>Site Development with Floor plans - Pocket Neighborhoods</td>
</tr>
<tr>
<td>Reading (s):</td>
<td>- Individual project reading</td>
</tr>
</tbody>
</table>
| Assignment (s): | - Context and Locator Maps  
- Site Plan with circulation/wayfinding/ urban connections  
- Plant + Animal Ecology Plan and Key  
- BEGIN to Develop Site Model/ Assign Roles  
- Preliminary Site Design  
- Preliminary Master Plan + Site Design  
- Environmental performance measure – begin energy + water budget calculations  
- Space Programming 3D and 2D Drawings with square footage  
- Mass Study Model on Site to scale  
- Site Model |
| University Events: | **NOTE! 20TH CLASS DAY - Drop for Non-Payment of Tuition - Feb 4th, 2020** |

<table>
<thead>
<tr>
<th>Week Five: Topic</th>
<th>Building Floor Plans, Elevations + Study Models- City of Houston Permit Set</th>
</tr>
</thead>
</table>
| February 10-14, 2020 | City of Houston ADU Permit Set  
Master Plan Model  
BG Cost Analysis + Construction Management |
### Reading (s):

- Individual project reading
- *Architect’s Studio Companion*
- *Architectural Graphic Standards*

### Assignment (s):

- Develop Architectural Line Drawings to scale – 3 Line weights, 1 poche, 1 color (10% screen)
- Develop Floor Plan Drawings
- Develop Elevation Drawings
- Develop Section Drawings

### University Events:

February 12, 2020

**NOTE! Architecture/ Digital Media Arts Career Fair**

### Week Six: Topic

**Building Tectonics, Section, + Architectural Illustration Sustainability Diagram**

- City of Houston Permit Set
- Master Plan Model
- BG Cost Analysis + Construction Management

### Reading (s):

- Individual project reading
- Lecture material and handout
- *Architect’s Studio Companion*

### Assignment (s):

- 2nd Study model (to scale on site, built)
- Preliminary Energy Model (Sefaira)
- Preliminary Shade Strategy (laser cut model)
- Preliminary Structure, Materials + Envelope Assemblies
- Develop Building Section Drawings
- Develop Site Section Drawings
- Develop Sustainability Diagram with Energy + Water Budget

### Week Seven: Topic

**Design Development**

- City of Houston Permit Set
- Master Plan Model
- BG Cost Analysis + Construction Management

### Reading (s):

- *Architect’s Studio Companion*

### Assignment (s):

- Develop Midterm Design Presentation TBA

### University Events:

### Week Eight: Topic

**Midterm Exam Period**

- City of Houston Permit Set
- Master Plan Model
- BG Cost Analysis + Construction Management

### Reading (s):

- City of Houston Codes
- *Architect’s Studio Companion*

### Assignment (s):

- MIDTERM DESIGN PRESENTATION- CoH Permit Set/ Base Site Model/ Cost Analysis for BG Design/ Build - Charrette

### University Events:

### Week Nine: Topic

**SPRING BREAK**

### Chapter (s):

### Assignment (s):

### University Events:

108th Annual ACSA Meeting Presentation (Professor Ward) (March 12-14)

### Week Ten: Topic

**Design Development**

- March 16-20, 2020

### Readings (s):

- Individual project reading

### Assignment (s):

- Design/ Build

### University Events:

March 17th 2020 - Midterm Grades DUE (Tuesday)

### Week Eleven: Topic

**Design Development**

- March 23-27, 2020

### Readings (s):

- Individual project reading
| Assignment(s): | Design/Build |
| University Events: | March 26-29 | AIAS SouthQuad Conference - Clemson University SC |
| **Week Twelve** | **March 30 - April 3, 2020** |  |
| Topic | Design Development |  |
| Readings(s): | Individual project reading |  |
| Assignment(s): | Design/Build |  |
| **Week Thirteen** | **April 6 - 10, 2020** |  |
| Topic | Design Development |  |
| Readings(s): | Individual project reading |  |
| Assignment(s): | Design/Build |  |
| **Week Fourteen** | **April 13 - 17, 2020** |  |
| Topic | Design Development |  |
| Readings(s): | Individual project reading |  |
| Assignment(s): | Design/Build |  |
| **Week Fifteen** | **April 20 - 24, 2020** |  |
| Topic | FINAL Design Projects DUE |  |
| Readings(s): | Individual project reading |  |
| Assignment(s): | Final Design Presentation - TBD, SITE Master Plan Models - 100% |  |
| University Events: | AIA Environments for Aging Presentation April 25-28 (Professor Ward) |  |
| **Week Sixteen** | **April 27 - May 1, 2020** |  |
| University Events: | UNIVERSITY FINALS WEEK |  |

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 4456 for the Fall Semester 2017 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: ________________________________