"What surprises me most in architecture, as in other disciplines, is that a project has one life in its built state but another in its written or drawn state."

Aldo Rossi, 1990 Pritzker Prize laureate

<table>
<thead>
<tr>
<th>Course Title: Architecture Design VIII</th>
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<tbody>
<tr>
<td>Course Prefix: ARCH</td>
</tr>
</tbody>
</table>

School of Architecture

- Architecture
- Construction Science
- Art
- Digital Media Art
- Community Development

Course Title: Architecture Design VIII  
Department: Architecture  
Catalog Description: ARCH 4476 (6-0) Credit 6 semester hours. Problem solving and presentation of advanced design principles, concepts and ideas as applied to architectural problems including the exploration of urban design and the human and environmental impact of individual designs in the built environment.

Prerequisites: ARCH 4456

Co-requisites: 

Mode of Instruction: 
- Face-to-face
- On-line
- Hybrid

Instructor: Nestor I. Infanzon, FAIA, LEED AP BD+C  
Professor of the Practice  
Director of Architecture - Interim

Office Location: School of Architecture, Prairie View A&M University
<table>
<thead>
<tr>
<th>Room 201A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Telephone:</td>
<td>(936) 261-9802.</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:neinfanzon@pvamu.edu">neinfanzon@pvamu.edu</a></td>
</tr>
</tbody>
</table>
| U.S. Postal Service Address: | Prairie View A&M University  
P.O. Box 519  
Mail Stop 2100  
Prairie View, TX 77446 |
| Office Hours: | Monday, Tuesday, Wednesday, and Thursday 9:00- 11:00 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 bringing all applicable materials and information to the meeting.  
Meetings will be conducted in person or via telephone or teleconference depending upon regulations related to COVID-19. |
| Virtual Office Hours: | Upon request and scheduled |
Green Building Illustrated; Author: Francis D. K. Ching; Publisher: John Wiley & Sons, Inc. (Excellent Reference Book to own)  
Architectural Graphic Standards (Student or Full Professional Edition) the American Institute of Architects edited by Bruce Bassler 978-0-470-08546-2 (Excellent Reference Book to own)  
Professor will provide additional PDF’s of books when available or required. |
Professor will provide additional magazine articles and titles when required. |
| Recommended Text/Readings: | Open a personal account at [https://continuingeducation.bnpmedia.com/](https://continuingeducation.bnpmedia.com/)  
And read the following articles, complete the test at the end of the article and submit for class credit:  
Assignment No. 1 - [https://continuingeducation.bnpmedia.com/courses/courses/westfalia-technologies-inc/automated-parking-systems-demystified/](https://continuingeducation.bnpmedia.com/courses/courses/westfalia-technologies-inc/automated-parking-systems-demystified/)  
Assignment No. 3 - [https://continuingeducation.bnpmedia.com/courses/multi-aia/three-coat-stucco-specify-it-right--make-it-work-web-live/](https://continuingeducation.bnpmedia.com/courses/multi-aia/three-coat-stucco-specify-it-right--make-it-work-web-live/)  
Assignment No. 5 - [https://continuingeducation.bnpmedia.com/courses/elemex-](https://continuingeducation.bnpmedia.com/courses/elemex-) |
Course Goals and Overview:

The goal of this course is to understand architecture as not mere form or image, but as a holistic system with spatial, structural, mechanical and electrical components that should be integrated with the broader systems of the site – both physical and cultural, both organic and man-made, both processes and fixed conditions. Our course pedagogical expectations are intended to reinforce the expectation of outcomes from the NAAB Accreditation Criteria for architecture students.

Professional Communicative Skills include: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

Architectural Design Thinking Skills include: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards

Investigative Skills include: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

Pre-Design include: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Site Design will include: Ability to respond to site characteristics, including its context and developmental patterning, the fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

Structural Systems include: 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.

Environmental Systems include: Ability to demonstrate the principles of environmental systems’ design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.
Building Materials and Assemblies include: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

Integrated Evaluation and Decision-Making Design Process include: 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.

Course Outcomes/Learning Objectives:

At the end of this course, the students will demonstrate his or her abilities in the following aspects of the design process:

No. | Learning Objectives                                                                                                                                                                                                 | Core Curriculum Outcome Alignment
---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------
4476.1 | Demonstrate their skills to undertake the **basic pre-design and of site design issues/strategies**. Students should demonstrate how to **integrate the project scope and building options into their specific site and inside a larger community context**. |                                                                                     |
4476.2 | Demonstrate the skills in the **integration of operational design issues that impact how we use, live, and inhabit spaces** into building design solutions.                                                                 |                                                                                     |
4476.3 | Be able to analyze and integrate in a skillful manner a design solution to a specific site. A solution that is not affixed to a single place / context, but as ongoing, ever-changing evolving context. |                                                                                     |
4476.4 | Capacity to skillfully demonstrate architecture as a coherent language that is underpinned to **clear intentions and user (client) expectations**.                                                                 |                                                                                     |
4476.5 | Capacity to demonstrate and integrate his or her understanding of sustainability measures including and not limited to net zero energy design, sustainable design, low impact development, responsible material sourcing, resilient design, and supporting the natural habitats. |                                                                                     |

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. *(Instruments will vary slightly depending on the course)*

- **Assignments/Charrettes/Exercises**: Assignments designed to supplement and reinforce course material. No late assignments will be accepted without a deduction in the final grade unless accompanied by the proper documentation student must submit University approved documentation within 3 days of returning to Studio.
- **Sketchbook**: Daily drawing assignments that complement the study of architecture – **one drawing per class meeting**.
- **Projects**: Assignments designed to measure ability to apply presented course material with **Mid-Term/Final Presentations**: Presentations to Guest Reviewers are required. Mid-term grades will be reviewed individually with the Professor based on the studio outcomes and objectives.
- **Class Attendance/Participation**: Daily attendance and participation in class discussions will be expected and be part of your final studio grade.

Grading Matrix

A – (high pass) exceptional performance; strongly exceeding the requirements of the course problem, showing strong academic initiative and independent resourcefulness. **90 to 100 Points**

B – (pass) performance above the norm; accurate and complete; beyond the minimum requirements of the course problem; work demonstrates marked progress and initiative. **80 to 89 Points**

C – (pass) satisfactory work that adequately meets minimum requirements and demonstrates satisfactory comprehension, communication skills, and effort; demonstrates little initiative to investigate the problem without substantial prodding of the instructor; work shows little improvement. **70 to 79 Points**
D – (low pass) unsatisfactorily meets minimum requirements; demonstrates minimum comprehension of the course problem, communication skills, and effort at an inferior level; initiative lacking; improvement not noticeable. 65 to 70 Points

F – (fail) does not meet minimum requirements; fails to adequately demonstrate comprehension of the course problem, communication skills, and effort requiring repeating the course. 64 Points and below

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>assignments at __ points each</td>
<td></td>
</tr>
<tr>
<td>Readings</td>
<td>articles at _1 points each</td>
<td>10</td>
</tr>
<tr>
<td>Exercises - Sketches</td>
<td>__ sketches and sketchbook - points</td>
<td>10</td>
</tr>
<tr>
<td>Project 1</td>
<td>__ points per project</td>
<td>10</td>
</tr>
<tr>
<td>Project 2</td>
<td>__ points per project</td>
<td>30</td>
</tr>
<tr>
<td>Project 3</td>
<td>__ points per project</td>
<td>30</td>
</tr>
<tr>
<td>Class Attendance/Participation</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Total: 100

Additional Credit/Bonus
Total: 0

Grade Determination: A = 90-100 points  
B = 80–89 points  
C = 70–79 points  
D = 65–69 points;  
F = 64 points or below

Course Procedures: Edit to comply with your course.

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 Canvas.

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 on January 19, 2021. 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 “earphone” 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.
3. Lecture Notes and Handouts will be posted on Canvas or sent to your official university email. Handouts distributed during a class period will not be distributed at any other time. It is the student’s responsibility to get a copy form another student or source.

Formatting

Microsoft Word is the standard word processing tool used at PVAMU. If you are using
**Exam Policy:** Not Applicable

**COVID-19 Campus Safety Measures**
To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Spring Semester 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

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

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

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

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

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

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

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

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**Professional Organizations and Journals**

**Magazines:** Architectural Record Magazine, Progressive Architecture, TexasArchitect and El Croquis to name a few.

**Organizations:** Texas Society of Architects, American Institute of Architects Student Chapter, USGBC and others professional associations.

**References**
<table>
<thead>
<tr>
<th><strong>University Rules and Procedures:</strong></th>
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<tbody>
<tr>
<td><strong>Disability Statement</strong> &lt;br&gt;(See Student Handbook):</td>
</tr>
<tr>
<td><strong>Academic Misconduct</strong> &lt;br&gt;(See Student Planner):</td>
</tr>
</tbody>
</table>
| **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. **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.  
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.  
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student’s academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise. |
| **Nonacademic Misconduct** <br>(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 any incident of sexual misconduct immediately to the office of the Dean of Students. |
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.

<table>
<thead>
<tr>
<th>Pregnancy, Pregnancy-related, and Parenting Accommodations</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Discrimination Statement</td>
<td>Prairie View A&amp;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&amp;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 &amp; 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.</td>
</tr>
</tbody>
</table>
| 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 following the following procedure:  

1. Within 5 days the student will appeal the grade with the faculty and attempt to resolve the discrepancies.  
2. After failing to resolve the issues with the faculty, the student within 7 days after receiving the faculty response the student can appeal his grade to the Department Chair, who will assemble a review committee and attempt to resolve the issues.  
3. After receiving a response from the Department Chair the student is it is still not satisfy, he can then in turn submit an appeal to the Dean of the school. The Dean will take all of the issues at hand and will make a determination.  
4. If the student feels that he needs to further attempt to resolve his grievance he can then appeal his grade through the university in accordance to the University Policies.  

The procedure is listed in the University Catalog and must be done within 5 days after the Dean’s response regarding the issues that prompted the initial complaint. Students can file Academic Complaints and/or Grade Appeals after discussion the issues with the faculty then the student can start a review process at the PVAMU WEBSITE. |

| Student Support and Success: | The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students |
| John B. Coleman Library | ARCHITECTURAL DESIGN VIII  
ARCH 4476  
PRAIRIE VIEW A&M UNIVERSITY  
SCHOOL OF ARCHITECTURE  
COURSE SYLLABUS |
<table>
<thead>
<tr>
<th>Academic Advising Services</th>
<th>Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the Academic Advising Website. Phone: 936-261-5911.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University Tutoring Center</td>
<td>The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support is offered face-to-face in the UTC, in virtual face-to-face sessions, and through online sessions at PVPlace. Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: <a href="mailto:pvtutoring@pvamu.edu">pvtutoring@pvamu.edu</a>; Website: University Tutoring Center.</td>
</tr>
<tr>
<td>Academic Early Alert</td>
<td>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 Alert helps students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: Academic Early Alert</td>
</tr>
<tr>
<td>Student Counseling Services</td>
<td>The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: Student Counseling Services.</td>
</tr>
<tr>
<td>Office of Testing Services</td>
<td>Testing Services serves to create opportunities by offering suite of exams that aid in the students' academic and professional success. Currently we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: <a href="mailto:aetesting@pvamu.edu">aetesting@pvamu.edu</a>; Website: Testing Services.</td>
</tr>
<tr>
<td>Office of Diagnostic Testing and Disability Services</td>
<td>The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: Disability Services.</td>
</tr>
</tbody>
</table>
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-assisted and 2-way video course delivery. For more details and contact information, visit: CIITS Student Webpage; Phone: 936-261-3283.

Veteran Affairs

Veteran Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: Veteran Affairs.

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: Office for Student Engagement.

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 of Nursing in the Medical Center twice a month or on a requested basis. 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: Career Services.

Technical Considerations for Online and Web-Assist Courses:

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

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

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

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

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

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes
lost in an email or discussion post and the message might be taken seriously or sound offensive.

**Video Conferencing Etiquette**

When using Zoom, WebEx or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during session. Before class session begins, test audio, video and lighting to alleviate technology issues.

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

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

1. **Discussion/Zoom / Webcam Behavior**
   When in a Zoom meeting or utilizing your webcam, be sure to act and dress as professionally as you can. You should look the same as you would if we were meeting face-to-face in the instructor’s office or in class. You should be sitting up in a chair and not laying down. Consider how you might look if you were going to be interviewed for a job via Zoom. If you feel as though your behavior or appearance would reflect negatively on you during that situation you are advised against it. You should also try to keep your physical environment where you are working on the class to be as quiet as possible. If there is a television or loud music playing in the background try to limit it, as it can inhibit your ability to be easily heard and understood.
   - Be properly dressed- hair bonnets, caps, pajamas, etc., will not be acceptable when attending class and participating in the discussions.
   - Be punctual
   - Be kind to each other
   - Please mute microphones when lecture is in session
   - Have fun!

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

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

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

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

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

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

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

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

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

**Technical Support:**

Students should go to the Password Reset Tool if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu.

**Submission of Assignments-On Line Courses:** Assignments, Papers, Exercises, and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.
ASSIGNMENTS are due at the start of the class session. No late work will be accepted without proper documentation.

All DISCUSSION FORUMS have two due dates. The first one is the deadline to post your substantive post (without losing credit), and the second one is to finish up with your responses. This is designed to allow ample time after everyone has answered the question for class discussion. Be sure to check the due dates on the assignment and schedule documents for each module.

Last-minute posts that do not provide time for other students to respond will not be counted as 'substantial' replies. This is the same as shouting as a response as you walk out of a room. Your substantive replies should be posted in time for others to respond. The final due date of the discussion is for finishing up the discussion. If you have questions about this, don’t hesitate to post in the class FAQ forum.

<table>
<thead>
<tr>
<th>Grade and Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades for assignments, submissions and other required material will be posted within five (5) business days from the due date. You will be notified if those circumstances change. Responses will usually provide a grade and written feedback as well.</td>
<td></td>
</tr>
<tr>
<td>Emails will be responded via email within 24 hours Monday-Friday before 5:00 PM. There will not be a response to emails asking about the class discussion (check your weekly schedule).</td>
<td></td>
</tr>
<tr>
<td>Please send all correspondences to the instructor’s Canvas’ portal, file transfer website, or email address as per their expressed preference. This method will allow the instructor to track you and all correspondences to better serve your needs in a timely manner.</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion Requirement-On Line Courses:**

Hybrid courses often require minimal face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion inside the zoom session.

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

### Performance Criteria:

<table>
<thead>
<tr>
<th>REALM A: Critical Thinking and Representation</th>
<th>Ability</th>
<th>Understanding</th>
<th>Course Learning Outcomes (T, R, I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1. Professional Communication Skills (Ability)</td>
<td>X</td>
<td></td>
<td>Taught</td>
</tr>
<tr>
<td>A.2. Design Thinking Skills (Ability)</td>
<td>X</td>
<td></td>
<td>Taught</td>
</tr>
<tr>
<td>A.3. Investigative Skills (Ability)</td>
<td>X</td>
<td></td>
<td>Taught</td>
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<tr>
<td>A.4. Architectural Design Skills (Ability)</td>
<td></td>
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<tr>
<td>A.5. Ordering Systems (Ability)</td>
<td></td>
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<tr>
<td>A.6. Use of Precedents (Ability)</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>A.7. History and Global Culture (Understanding)</td>
<td></td>
<td></td>
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<tr>
<td>A.8. Cultural Diversity and Social Equity (Understanding)</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Learning Outcomes:</th>
<th>Competencies (T, R, I)</th>
<th>ACCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1. Research (Understanding)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C.2. Integrated Evaluations and Decision-Making Design Process (Ability)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C.3. Integrative Design (Ability)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### REALM D: Professional Practice

<table>
<thead>
<tr>
<th>Course Learning Outcomes:</th>
<th>Competencies (T, R, I)</th>
<th>ACCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1. Stakeholder Roles in Architecture (Understanding)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.2. Project Management (Understanding)</td>
<td></td>
<td></td>
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<tr>
<td>D.4. Legal Responsibilities (Understanding)</td>
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<td></td>
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<tr>
<td>D.5. Professional Conduct (Understanding)</td>
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</tbody>
</table>

### 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 and view the “Accreditation Procedures.”

### Course Learning Outcomes:

1. Create written communications appropriate to the construction discipline. | T | R | I | A | 
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Taught</td>
<td>X</td>
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<tr>
<td>Reinforced</td>
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<tr>
<td>Utilized/Integrated</td>
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</table>

2. Create oral presentations appropriate to the construction discipline. | T | R | I | A | 
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<td>Taught</td>
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<tr>
<td>Reinforced</td>
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<tr>
<td>Utilized/Integrated</td>
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3. Create a construction project safety plan | T | R | I | A | 
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<tbody>
<tr>
<td>Taught</td>
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<tr>
<td>Reinforced</td>
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<tr>
<td>Utilized/Integrated</td>
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</table>

4. Create construction project cost estimates | T | R | I | A | 
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<tbody>
<tr>
<td>Taught</td>
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<td>X</td>
</tr>
<tr>
<td>Reinforced</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Utilized/Integrated</td>
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ARCH 4476 ARCHITECTURAL DESIGN VIII COURSE SYLLABUS
PRAIRIE VIEW A&M UNIVERSITY
SCHOOL OF ARCHITECTURE

14
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.  \(X\)  \(X\)
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.
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.  \(X\)
19. Understand the basic principles of structural behavior.  \(X\)
20. Understand the basic principles of mechanical, electrical and piping systems.  \(X\)

**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>Event Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration/Assembly Dates</td>
<td>Dates exam scores will be posted</td>
</tr>
<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>
<tr>
<td>Proctored Exams</td>
<td>Class Sessions using ZOOM or teleconference technology</td>
</tr>
</tbody>
</table>

**16 WEEK CALENDAR**

*Insert general topics and assignments.* 📆

**Week One: Topic**

**January 18-22, 2021**

**Chapter(s):**

**Assignment(s):** Issue Project No. 1 -

**University Events:**

- **January 18, 2021 [Monday]**: MARTIN LUTHER KING DAY (University Closed)
- **January 19, 2021 [Tuesday]**: Tuition & Fees Payment Due Date.
- **January 19-21, 2021 [Tuesday-Thursday]**: Late Registration/Late Registration Fee Begins ($50.00)
<table>
<thead>
<tr>
<th>Week Two: Topic <strong>January 25-29, 2021</strong></th>
<th>Issue Project No. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter (s):</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Assignment (s): | Monday Sketching Assignment No. due at start of class on SYNCPLICITY  
Monday Project No. 1 Review  
Monday Project No. 2 Project Assigned  
Thursday Assignment No. 1 due at start of class - [https://continuingeducation.bnpmedia.com/courses/courses/westfalia-technologies-inc/automated-parking-systems-demystified/](https://continuingeducation.bnpmedia.com/courses/courses/westfalia-technologies-inc/automated-parking-systems-demystified/) |

**University Events:**  
[ ]

<table>
<thead>
<tr>
<th>Week Three: Topic <strong>February 1-5, 2021</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter (s):</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Assignment (s): | Monday Sketching Assignment No. due at start of class on SYNCPLICITY  
**Monday Project Site analysis and initial parti Presentation – online**  
Thursday Assignment No. 2 due at start of class [https://continuingeducation.bnpmedia.com/courses/courses/multi-aia/Creating-High-Performance-Building-Facades/](https://continuingeducation.bnpmedia.com/courses/courses/multi-aia/Creating-High-Performance-Building-Facades/) |

**University Events:**  
- February 3, 2021 [Wednesday]  
  12th Class Day (Census Date)  
- February 4, 2021 [Thursday]  
  Final Day to Drop/Withdraw from Course(s) without Academic Record (A Financial Record will still exist)  
- February 9, 2021 [Tuesday]  
  Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.  
- February 10, 2021 [Wednesday]  
  Architecture/Digital Media Arts Career Fair  

<table>
<thead>
<tr>
<th>Week Four: Topic <strong>February 8-12, 2021</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Chapter (s):</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Assignment (s): | Monday Sketching Assignment No. due at start of class on SYNCPLICITY  
**Monday Project Parti and Floor - Departmental Development**  
Thursday Assignment No. 3 due at start of class [https://continuingeducation.bnpmedia.com/courses/multi-aia/three-coat-stucco-specify-it-right-make-it-work-web-live/](https://continuingeducation.bnpmedia.com/courses/multi-aia/three-coat-stucco-specify-it-right-make-it-work-web-live/) |

**University Events:**  
- February 9, 2021 [Tuesday]  
  Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.  
- February 10, 2021 [Wednesday]  
  Architecture/Digital Media Arts Career Fair  

<table>
<thead>
<tr>
<th>Week Five: Topic <strong>February 15-19, 2021</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter (s):</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Assignment (s): | Monday Sketching Assignment No. due at start of class on SYNCPLICITY  
**Monday Floor - Departmental Layout Presentation – online** |
Thursday Assignment No. 4 due at start of class

University Events:
February 15, 2021 [Monday]
20th Class Day
Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.

Week Six: Topic
February 22-26, 2021
Chapter (s):
Assignment (s):
Monday Sketching Assignment No. due at start of class on SYNCPLICITY
**Monday Floor Plan Development and start of massing refinement**– online
Thursday Assignment No. 5 due at start of class

Week Seven: Topic
March 1-5, 2021
Chapter (s):
Assignment (s):
Monday Sketching Assignment No. due at start of class on SYNCPLICITY
**Monday Massing, Plan, and Elevation Development.**
Thursday Assignment No. 6 due at start of class

Week Eight: Topic
March 8-12, 2021
Chapter (s):
Assignment (s):
Monday Sketching Assignment No. due at start of class on SYNCPLICITY
**Monday development of floor plans, massing, and elevation.**
**Final Presentation Monday March 8 Project Presentation at Start of Class**
Thursday Assignment No. 7 due at start of class

Mid-Term Exam  
March 11-13, 2021 Thursday through Saturday

Week Nine: Topic
March 15-19, 2021
Chapter (s):
Assignment (s):
Monday Sketching Assignment No. due at start of class on SYNCPLICITY
**Monday Conceptual Design Presentation - online**

Week Ten: Topic
March 22-26, 2021
Chapter (s):
Assignment (s):
Monday Sketching Assignment No. due at start of class on SYNCPLICITY
<table>
<thead>
<tr>
<th>Week Eleven:</th>
<th>Topic March 29-April 2, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter(s):</td>
<td>Monday Sketching Assignment No. due at start of class on SYNCPLICITY Thursday Assignment No. 9 due at start of class <a href="https://continuingeducation.bnpmedia.com/courses/steel-framing-industry/cold-formed-steel-framing-in-mid-rise-construction-web-live/">https://continuingeducation.bnpmedia.com/courses/steel-framing-industry/cold-formed-steel-framing-in-mid-rise-construction-web-live/</a></td>
</tr>
<tr>
<td>University Events:</td>
<td>March 30, 2021 [Tuesday] Final date to apply for Spring 2021 Graduation (Ceremony participation) March 31, 2021 [Wednesday] Application for Spring 2021 Graduation-Degree Conferral only (no ceremony participation or name listed in the program) April 2, 2021 [Friday] Good Friday-NO Classes [Student holiday]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Twelve:</th>
<th>Topic April 5-9, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter(s):</td>
<td>Monday Sketching Assignment No. due at start of class on SYNCPLICITY Thursday Assignment No. 10 due at start of class <a href="https://continuingeducation.bnpmedia.com/courses/rockwool/balancing-fire-and-energy-code-requirements-in-exterior-walls/">https://continuingeducation.bnpmedia.com/courses/rockwool/balancing-fire-and-energy-code-requirements-in-exterior-walls/</a></td>
</tr>
<tr>
<td>University Events:</td>
<td>April 5, 2021 [Monday] Final Day to Withdraw from Course(s) with Academic Record (“W”)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Thirteen:</th>
<th>Topic April 12-16, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter(s):</td>
<td>Monday Sketching Assignment No. due at start of class on SYNCPLICITY</td>
</tr>
<tr>
<td>University Events:</td>
<td>April 16, 2021 [Friday] Registration for all students begins for Summer Term 2021 and Fall Semester 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Fourteen:</th>
<th>Topic April 19-23, 2021</th>
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</thead>
<tbody>
<tr>
<td>Chapter(s):</td>
<td>Monday Sketching Assignment No. due at start of class on SYNCPLICITY</td>
</tr>
<tr>
<td>University Events:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week Fifteen</th>
<th>Topic April 26-30, 2021</th>
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<tbody>
<tr>
<td>Chapter(s):</td>
<td></td>
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<tr>
<td>Assignment (s):</td>
<td>Monday Sketching Assignment No. due at start of class on SYNCPLICITY</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td><strong>University Events:</strong></td>
<td></td>
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<tr>
<td><strong>Week Sixteen</strong></td>
<td></td>
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<tr>
<td><strong>May 3-7, 2021</strong></td>
<td></td>
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<tr>
<td><strong>University Events:</strong></td>
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<tr>
<td><strong>May 6-7,2021</strong></td>
<td><strong>COURSE REVIEW DAYS</strong> (Classes must convene and instructors will prepare students for Final Exams) <strong>Wednesday May 5 - Final Design Project Presentation</strong></td>
</tr>
<tr>
<td><strong>May 7, 2021</strong></td>
<td><strong>LAST DAY OF CLASSES FOR SPRING 2021 SEMESTER</strong> <strong>LAST DAY TO WITHDRAW FROM UNIVERSITY FOR SPRING 2020 SEMESTER.</strong></td>
</tr>
<tr>
<td><strong>May 10-14, 2021</strong></td>
<td><strong>FINAL EXAMINATION PERIOD</strong></td>
</tr>
<tr>
<td><strong>May 13, 2021</strong></td>
<td><strong>FINAL GRADES DUE FOR GRADUATING CANDIDATES</strong></td>
</tr>
<tr>
<td><strong>May 13, 2021</strong></td>
<td><strong>COMMENCEMENT</strong></td>
</tr>
<tr>
<td><strong>May 18, 2021</strong></td>
<td><strong>FINAL GRADES DUE FOR ALL STUDENTS</strong></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 4476 -Y03 / Y83 Spring Semester 2021, including the Class Lecture and all Event Schedule, and I agree to abide by the conditions for the class as spelled out in this document. My signature indicates my personal commitment to meet the course objectives and to succeeding in this educational undertaking.

During regular class periods I will dress and behave appropriately. 
Agree ______

Hats or caps are not allowed to be worn during class sessions. 
Agree ______

I understand that no food or drink are allowed during online or F2F class time. 
Agree ______

I understand that during my online portion of the studio my camera will be on and I will not use an avatar unless as directed by the faculty. 
Agree ______

I will not drive or handle a vehicle during my scheduled online sessions. 
Agree ______

Class attendance will be monitor through Canvas, paper roster, or photographs of the online screen at the discretion of the faculty. 
Agree ______

At the end of the semester, if I need to appeal my final semester grade, I will follow and adhere to the university protocols as described in these syllabi. (page 9). 
Agree ______

Signature-Student

________________________________________
Student name (Please print neatly) Student ID # Date ___/___/2021

Signature-Instructor

_____________________________
Nestor Infanzon, FAIA Instructors name Date ___/___/2021

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: ________________________________