# ARCHITECTURE DESIGN II

## Course Title:
ARCHITECTURE DESIGN II

## Course Prefix:
ARCH

## Course No.:
1626

## Section No.:
P82 / P02

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### School of Architecture

- **Department:**
  - Architecture
  - Construction Science
  - Art
  - Digital Media
  - Community Development

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**Course Location:**
Nathelyne Archie Kennedy Building, Room 320, 321, 322 – section 1, 2, 3

**Class Meeting Days & Times:**
- Mon - Thu: 1:00 - 3:20 PM
- Mon - Thu: 4:00 - 6:20 PM

**Catalog Description:**
(2-8) Credit 6 Semester Hours Basic principles of architectural design and communication including organization, spatial sequence, relationships and problem solving simple interior and exterior problems using precedents as part of the process

**Prerequisites:**
ARCH 1303 –ARCHITECTURE DESIGN I & VISUAL COMMUNICATION – C Minimum to PASS

**Co-requisites:**
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**Mode of Instruction:**
- Face-to-face
- On-line
- Hybrid

**Instructor:**
Jeremy L. Curtis – Instructor

**Office Location:**
Nathelyne A. Kennedy Building Office #228A

**Office Telephone:**
(832) 473-2779 (text first to identify yourself)

**Fax:**
(936) 261-9826

**Email Address:**
jlcurtis@pvamu.edu

**U.S. Postal Service Address:**
Prairie View A&M University
P.O. Box 519
Mail Stop 2100
Prairie View, TX 77446

**Office Hours:**
Mon. - Thurs, 10am – 12 noon

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.

**Meetings conducted In-person will abide by CDC regulations related to COVID-19.**

**Virtual Office Hours:**
Mon. – Thur. 7Pm – 10pm
Fri. 10am –12 noon

**Required Text:**
*Form Space and Order by Francis D. Ching*
Text should be retained for your personal library at the end of the semester

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Daniel Libeskind - “To provide meaningful architecture is not to parody history, but to articulate it.”
### Optional Text/s:
- **Building Construction Illustrated.**
  Author: Francis Ching, Publisher: John Wiley & Sons, Inc. ISBN: 0-471-35898-3
- **25 Buildings Every Architect Should Understand**
  Author: Unwin, Publisher: Routledge
- **Precedents in Architecture**
  Author: Roger Clarke / Michael Pause, Publisher: Wiley

### Recommended Text/Readings:
archdaily.com, archinect.com, bustler.net

### Course Goals and Overview:
This course will explore the fundamentals of design through the use of basic design elements, systems, constraints, Precedents and principles.

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

<table>
<thead>
<tr>
<th>Course Outcomes/Learning Objectives</th>
<th>Critical Thinking</th>
<th>Craft</th>
<th>Teamwork</th>
<th>Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1266.1 Be able to analyze an architectural precedent and understand its significance</td>
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<tr>
<td>1266.2 Be able to synthesize architectural ideas from existing precedents and apply them in their own work</td>
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<tr>
<td>1266.3 Be able to communicate ideas through writing, speaking, drawing, and modeling</td>
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<tr>
<td>1266.4 Be able to apply fundamental design skills in order to define a place using basic architectural and environmental principles with an Emphasis on craftsmanship</td>
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<tr>
<td>1266.5 Produce a design (after collaborative group/team-based research/analysis) that successfully integrates precedent based concepts into the final design/built form</td>
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<tr>
<td>1266.6 Develop and demonstrate the ability to solve problems and design effective, usable spaces which provide for the health, safety, and welfare of users.</td>
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</tbody>
</table>

### Course Requirements & Evaluation Methods
Grading is cumulative and will consider process work as well as final product.

- **Research / Investigations: Precedents**
  Assignments where students will be asked research and document precedents in Architecture, to think critically about their findings and to document all this in digital, graphic and model forms.

- **Projects**
  Long term assignments where students are asked to apply critical thinking and concepts to a given problem.
  Some projects are handled individually, and others will require students to collaborate with others and work in small teams.
  While early projects will deal with architectural concepts in an abstract sense, the final project applies these concepts to a space intended for human use. In designing for human use, students will be required to incorporate basic building code requirements as a way to introduce the architect's social responsibility to create spaces that address the health, safety, and welfare of the general public.

- **Presentations**
  Public reviews of projects juried by faculty and professionals where an emphasis is placed on communication of design intentions and discoveries through visual, oral, and written means.

- **Portfolio**
  A publication/documentation which communicates the student’s work over the course of the semester through visual and written means where emphasis is placed on process as well as product.
- Participation –
  Engagement in class discussions where students will be asked to engage concepts critically and discuss their questions and responses with the rest of the studio.

- Craft –
  In an architectural design studio, there is an expectation for a certain level of craft to be met.
  To produce work that meets this level of quality requires that students work with a sense of care on the drawings and models that are required.
  In order to meet this expectation, students must invest time outside of normal class hours in order to complete the work.
  It is crucial that students meet this expectation.

Grading Matrix

Grading Matrix *(Points will vary according to instructor’s grading system. At no time should the value of all potential points exceed 100%. ) Ranges are up to the faculty*

A – (high pass) exceptional performance; strongly exceeding the requirements of the course problem, showing strong academic initiative and independent resourcefulness. **900 to 1000 Points**

B – (pass) performance above the norm; accurate and complete; beyond the minimum requirements of the course problem; work demonstrates marked progress and initiative. **800 to 899 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. **700 to 799 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. **699 to 600 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. **599 Points and below**

Color coded assessment Grading

During the process of design and project execution interim color-coded grading may be utilized before a final letter/ numerical grade is earned and documented:

- ☑️ very good
- ☐ Needs minor improvement
- ☐ Needs major improvement
- ☞ Needs to be redone

Verbal assessment

Student work products will also be assessed through reviews and critiques that highlight the strengths and weakness of the artifacts in question.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises/Quizzes / Participation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Portfolio / Book</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Grade Determination:

- A = 900-1000 points
- B = 800–899 points
- C = 700–799 points
- D = 600–699 points;
- F = 599 points or 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.
### 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

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 used to record your name and signature. Since attendance is critical to the learning objectives and the class discussions, an involvement grade is awarded. You start with 100% points under the assumption that you have come to learn and plan on attending each class session. Attentiveness is important. For example, showing up for class and then reading the newspaper will cause a deduction from your points. Other things that could cause you to lose points would be sleeping in class, working on other assignments in class, being late, being rude or being disruptive.

Participation and absences are accumulated beginning with the first day of class on **January 18, 2022**. If you do not come to class, you may assume that you have received (-2) 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 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 points for the class or classes that are missed. To assist you in recovering some lost points, there may be an opportunity to earn additional points towards your final grade.

### Personal Conduct

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

1. During regular class periods all students are expected to dress appropriately in accordance with university regulations so that no disruptions in the learning experience will occur.
2. No hats or caps will be allowed to be worn in the classroom during class sessions. If you elect to wear a hat or cap during the lectures or class discussion, your decision will be respected. However you should also respect the instructor’s decision to not award you daily participation points based upon that decision.
3. Dress Code for Presentations: Professional dress is expected for all design and technical presentations in class. Failure to adhere to the guidelines posted by the instructor will result in a deduction of ten percent (10%) from your final presentation score.
4. 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.
<table>
<thead>
<tr>
<th>Conduct of the Class and Care of the Facility</th>
<th>Submission of Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please note the following rules for the conduct of the class.</td>
<td>Assignments are due at the start of the class session unless otherwise noted. No late work will be accepted without proper documentation.</td>
</tr>
<tr>
<td>1. Class will begin at the appointed time.</td>
<td>- Students are expected to be prepared to discuss the work during each class period</td>
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<tr>
<td>2. Class is dismissed when so indicated by the instructor. Students are expected to be on time and stay throughout the entire class period. Leaving the classroom before the class is dismissed without prior approval from the instructor will result in a loss of participation for that class.</td>
<td>- For project presentations: It is crucial to the success of the class that each student is prepared to present at the established deadline and attentive during the presentations of his/her classmates. Students who continue to work after a deadline or do not show up to their classmates’ presentations will be penalized. This is to ensure fairness, and to create an interactive and engaging discussion.</td>
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<tr>
<td>3. All class members are required to keep the classroom in a clean and orderly manner to facilitate the number of students using it each day. Failure to maintain the classroom as requested by the instructor will result in a deduction in participation points for all class members for that date of instruction.</td>
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<tr>
<td>4. Lecture Notes and Handouts will be sent to your official university email and or MIRO Handouts distributed during a class period will not be distributed at any other time. It is the student’s responsibility to get a copy from another student or source.</td>
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</table>

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

### COVID-19 Campus Safety Measures
To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

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

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

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

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

<table>
<thead>
<tr>
<th>Professional Organizations</th>
<th>Website</th>
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<tbody>
<tr>
<td>ARCHDAILY</td>
<td><a href="https://www.archdaily.com/">https://www.archdaily.com/</a></td>
</tr>
<tr>
<td>ARCHITECTS NEWSPAPER</td>
<td><a href="https://www.archpaper.com/">https://www.archpaper.com/</a></td>
</tr>
<tr>
<td>ARCHITECT MAGAZINE</td>
<td><a href="https://www.architectmagazine.com/">https://www.architectmagazine.com/</a></td>
</tr>
<tr>
<td>ARCHITECTURAL RECORD</td>
<td><a href="https://www.architecturalrecord.com/">https://www.architecturalrecord.com/</a></td>
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</table>

# References

*(If applicable to your course or program, references should be listed here)*

# University Rules and Procedures

## Disability Statement

*See Student Handbook:*

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Students should also inform the instructor of their need for accommodations immediately at the outset of the course so that a solution designed to being successful in class can be produced.

## Academic Misconduct

*See Student 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 Planner, especially the section on academic misconduct (see University Administrative Guidelines on Academic Integrity). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

### 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

*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.
<table>
<thead>
<tr>
<th><strong>Sexual misconduct</strong>&lt;br&gt;(See Student Handbook):</th>
<th>Sexual harassment of students and employees at Prairie View A&amp;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&amp;M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (<a href="mailto:titleixteam@pvamu.edu">titleixteam@pvamu.edu</a>) 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 <a href="mailto:titleixteam@pvamu.edu">titleixteam@pvamu.edu</a>. More information can be found at the Title IX Webpage including confidential resources available on campus.</th>
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<tbody>
<tr>
<td><strong>Pregnancy, Pregnancy-related, and Parenting Accommodations</strong></td>
<td>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 <a href="#">webpage</a>.</td>
</tr>
<tr>
<td><strong>Non-Discrimination Statement</strong></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>
<tr>
<td><strong>Student Appeals Process</strong></td>
<td>Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this <a href="#">webpage</a>.</td>
</tr>
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</table>

### Student Support and Success:

| **John B. Coleman Library** | The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](#) |
| **Academic Advising Services** | Academic Advising Services offers students a variety of services that contribute to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the [Academic Advising Website](#). Phone: 936-261-5911. |
### The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/ptutoring/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: pythong2@pvamu.edu; Website: https://www.pvamu.edu/student-success/sass/university-tutoring-center/

### Writing Center

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

### Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early 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

### Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: https://www.pvamu.edu/healthservices/student-counseling-services/

### Office of Testing Services

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: aetlesling@pvamu.edu; Website: Testing Services.

### Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted 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. 1D28; Phone: 936-261-3583; Website: Disability Services.

### CIITS Center for Instructional Innovation & Technology Services

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283
Center for Instructional Innovation and Technology Services (CIITS)
Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283

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

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

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

Participants should have a basic proficiency of the following computer skills:
• Sending and receiving emails
• A working knowledge of the Internet
• Microsoft Word (or a program convertible to Word)
• Acrobat PDF Reader
• Windows or Mac OS
• Video conferencing software

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Technical Support:

Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email [ciits@pvamu.edu](mailto: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. |
| Grade and Evaluation | Grades for assignments, submissions and exams will be posted within five (5) business days from the due date. You will be notified if those circumstances change. Responses will usually provide a grade and written feedback as well. Emails will be responded via email within 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). Please send all correspondences to the instructor’s Canvas’ portal. Do not send any course materials, assignments, questions or any email(s) to the instructor’s PV’s webmail Outlook account. This method will allow the instructor to track you and all correspondences to better serve your needs in a timely manner. |
| Discussion Requirement-On Line Courses: | Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished using the discussion forum. The exact use of the discussion board will be determined by the instructor. Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor. When you are required to participate in the ‘Discussion Forum’ reply with your comments and respond to at least one of your classmates. All comments must be posted by the deadlines to receive credit. You will not receive any credit if you copy comments from readily available resources word for word (ex: online text, lectures, textbook, etc.). Last-minute posts that do not provide time for other students to respond will not be counted as “substantial” replies. This is the same as shouting as a response as you walk out of a room. Your substantive replies should be posted in time for others to respond. The final due date of the discussion is for finishing up the conversation or assignment. It is strongly suggested that students type their discussion postings in a word processing application and save it to their computer, a removable drive, cloud storage, email, etc. before posting to the discussion forum. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; and 2) grammatical errors can be greatly minimized using the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board. |
This course is structured to assist the student meet the following criteria shown in Table No. 1 as established by the National Architectural Accreditation Board (NAAB). To view the entire list, go to the NAAB website, www.naab.org and access “2014 NAAB Conditions for Accreditation.”

### Table No. 1-NAAB CRITERIA

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

#### REALM A: Critical Thinking and Representation

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

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

- **B.1. Pre-Design (Ability)**  
- **B.2. Site Design (Ability)**  
- **B.3. Codes and Regulations (Ability)**  
- **B.4. Technical Documentation (Ability)**  
- **B.5. Structural Systems (Ability)**  
- **B.7. Building Envelope Systems and Assemblies (Understanding)**  
- **B.8. Building Materials and Assemblies (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)**
This course is structured to assist the student meet the following criteria shown in Table No. 1 as established by the American Council for Construction Education (ACCE) Standards and Criteria for Accreditation. To view the entire list, go to the ACCE website, [www.acce-hq.org](http://www.acce-hq.org) and view the “Accreditation Procedures.”

### Course Learning Outcomes:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>ACCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(T, R, I) Taught</td>
<td>Reinforced</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration/Assembly Dates</td>
<td></td>
<td>Dates exam scores will be posted</td>
</tr>
<tr>
<td>Key Dates</td>
<td></td>
<td>Holidays</td>
</tr>
<tr>
<td>Graduation Applications</td>
<td></td>
<td>Guest lectures</td>
</tr>
<tr>
<td>Dates for Exams</td>
<td></td>
<td>Project Team Workshop</td>
</tr>
<tr>
<td>Proctored Exams</td>
<td></td>
<td>Class Sessions using ZOOM or teleconference technology</td>
</tr>
<tr>
<td>Lecture Completed</td>
<td></td>
<td>Lecture Notes, Assignments, or Articles posted to CANVAS</td>
</tr>
</tbody>
</table>

#### 16 WEEK CALENDAR

**Week One: Topic**  
**January 17 - 20, 2022**  
- Review and Re-submit books – Rendering Techniques  
- Studio arrangement and Organization

<table>
<thead>
<tr>
<th>Chapter (s):</th>
<th>Organize studio space, Studio culture, Introduce Project 0 - Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment (s):</td>
<td>PowerPoint and Project 1</td>
</tr>
</tbody>
</table>

**University Events:**  
- **January 17, 2022 [Monday]**  
  - MARTIN LUTHER KING DAY (University Closed)
- **January 18, 2022 [Tuesday]**  
  - First Class Day Tuition & Fees Payment Due Date
- **January 18, 2022 [Tuesday]**  
  - TUITION AND FEES PAYMENT DUE DATE @ 5:00 PM
- **January 18-24, 2022 [Tuesday-Monday]**  
  - Late Registration/Late Registration Fee Begins ($50.00)
- **January 18-26, 2022 [Tuesday-Wednesday]**  
  - ATTENDANCE REPORTING PERIOD (ND/SH). Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled!

**Week Two: Topic**  
**January 24-28, 2022**  
- **Project 0** — TURN IN – Digital books – from Design 1 review (design 2 Take off point)
- **Project 1** – COMPLETED RENDERING – Enscape / Lumion / Twin Motion / Rhino etc.
- **Project 2** – CASE STUDY PROJECT (PRECEDENTS) - Monuments

<table>
<thead>
<tr>
<th>Chapter (s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment (s):</td>
</tr>
</tbody>
</table>

**University Events:**

**Week Three: Topic**  
**Jan 31 - Feb 04, 2022**  
- **Project 2** – CASE STUDY PROJECT (PRECEDENTS) - A

<table>
<thead>
<tr>
<th>Chapter (s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment (s):</td>
</tr>
<tr>
<td>University Events:</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>February 2, 2022 [Wednesday]</td>
</tr>
<tr>
<td>February 3, 2022 [Thursday]</td>
</tr>
</tbody>
</table>

Week Four: Topic
February 07 - 11, 2022
Project 2 – CASE STUDY PROJECT (PRECEDENTS) - A
Chapter (s):
Assignment (s):

University Events:

February 08, 2022 [Tuesday] Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.

Week Five: Topic
February 14 - 19, 2022
Project 2 – CASE STUDY PROJECT (PRECEDENTS) - B
Chapter (s):
Assignment (s):

University Events:

February 14, 2022 [Monday] 20th Class Day Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.
February 16, 2022 [Wednesday] PVAMU Architecture Career Fair -9.00AM-4.00 PM

Week Six: Topic
February 21 - 25, 2022
Project 2 – CASE STUDY PROJECT (PRECEDENTS) - B
Chapter (s):
Assignment (s):

University Events:

Week Seven: Topic
Feb 28 - Mar 04, 2022
Project 2 – CASE STUDY PROJECT (PRECEDENTS) - B
Chapter (s):
Assignment (s):

University Events:

Week Eight: Topic
March 07 - 12, 2022
Project 3 – PRECEDENTS BASED DESIGN - B
Chapter (s):
Assignment (s):

University Events: 🎨Mid-Term Exams
Mid-Term Exam 🎨 March 10 – 12, 2022 Thursday through Saturday

Week Nine: Topic
March 14 - 19, 2022
SPRING BREAK – MARCH 14TH – MARCH 19TH
Chapter (s):
Assignment (s):

University Events:

March 16, 2022 [Wednesday] MID-TERM EXAM GRADES DUE

Week Ten: Topic
March 21 - 25, 2022
Project 3 – PRECEDENTS BASED DESIGN – first pin up
Chapter (s):
**Assignment (s):**

**University Events:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 23, 2022</td>
<td><strong>FOUNDERS DAY/HONORS CONVOCATION</strong> (Hosted by the School of Architecture)</td>
</tr>
<tr>
<td></td>
<td><em>(Time to be announced/confirmed.)</em></td>
</tr>
</tbody>
</table>

**Week Eleven: Topic**

**March 28 – Apr 01, 2022**

**Project 3 – PRECEDENTS BASED DESIGN**

**Chapter (s):**

**Assignment (s):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 28, 2022</td>
<td>[Monday] <strong>SPRING 2022 GRADUATION: FINAL DATE TO APPLY FOR GRADUATION!</strong> (Ceremony participation)</td>
</tr>
<tr>
<td>March 29, 2022</td>
<td>[Tuesday] <strong>SPRING 2022 GRADUATION: Application for Graduation-Degree Conferral Only Begins.</strong> (NO ceremony participation or name listed in program)</td>
</tr>
</tbody>
</table>

**Week Twelve: Topic**

**April 04 – 08, 2022**

**Project 3 – PRECEDENTS BASED DESIGN**

**Chapter (s):**

**Assignment (s):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6, 2022</td>
<td>[Wednesday] <strong>FINAL DAY TO WITHDRAW FROM COURSES WITH ACADEMIC RECORD (“W”) ENDS</strong></td>
</tr>
<tr>
<td>November 12, 2021</td>
<td>[Friday] <strong>Registration Period for all students begins for Spring Semester 2022.</strong></td>
</tr>
</tbody>
</table>

**Week Thirteen: Topic**

**April 11 – 15, 2022**

**Project 3 – PRECEDENTS BASED DESIGN**

**Chapter (s):**

**Assignment (s):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 11-15, 2022</td>
<td>[Monday-Friday] <strong>Priority Registration Period for continuing students for Summer Term 2022 and Fall Semester 2022.</strong></td>
</tr>
<tr>
<td>April 15, 2022</td>
<td>[Friday] <strong>Registration for all students begins for Summer Term 2022 and Fall Semester 2022.</strong></td>
</tr>
<tr>
<td>April 15, 2021</td>
<td>[Friday] Good Friday (No classes)</td>
</tr>
</tbody>
</table>

**Week Fourteen: Topic**

**April 18 – 22, 2022**

**Project 3 – PRECEDENTS BASED DESIGN**

**Chapter (s):**

**Assignment (s):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>

**Week Fifteen Topic**

**April 25 – 29, 2022**

**Project 3 – PRECEDENTS BASED DESIGN** – **final Presentation**

**Chapter (s):**

**Assignment (s):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></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**

ARCH 1626  
ARCHITECTURE DESIGN II  
COURSE SYLLABUS  
PRAIRIE VIEW A&M UNIVERSITY  
SCHOOL OF ARCHITECTURE
I have read the Course Syllabus for ARCH 1626-P81/P01 SPRING SEMESTER 2022, 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 endeavor.

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

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

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

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. ........................................................... Initials ______

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

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

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. (page9) Initials ______

-------------------------------------------------------------------------------------------------------------------------

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.

口 RECEIVED WITH STUDENT’S SIGNATURE: ____________________________

☑ ENTERED INTO GRADE BOOK: ________________________________