Course Title: Design VII
Course Prefix: ARCH
Course No.: 4456
Section No.: P02

Regenerative regionalism + service learning as a framework for weaving culture, climate and ecology into long-term solutions post-disaster for communities facing sustained environmental injustice in the Texas Gulf Coast

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

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

“Community-based laboratories have been presented as an innovation in the environmental justice movement. The essence of the innovation is bringing scientists and engineers into communities to make environmental testing widely available on a not-for-profit basis.”

Earthea Nance- Making the Case for Community-based Laboratories

“I tell my students, it’s got to be warm, dry, and noble.” Samuel Mockbee- Rural Studio: Samuel Mockbee and an Architecture of Decency
<table>
<thead>
<tr>
<th>School of Architecture</th>
<th>Department: Architecture ☑ Construction Science☐ Art ☐ Community Development ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Location:</strong></td>
<td>Nathelyne Archie Kennedy Building</td>
</tr>
<tr>
<td><strong>Class Meeting Days &amp; Times:</strong></td>
<td>Monday, Tuesday, Wednesday, Thursday; 1:00 PM - 3:20 PM</td>
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<tr>
<td><strong>Catalog Description:</strong></td>
<td>“(6) Credit 6 semester hours. Problem solving and presentation of advanced design principles, concepts and ideas as applied to architectural problems.”</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>ARCHITECTURE DESIGN VI ← This requirement will NOT be waved!</td>
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<tr>
<td><strong>Co-requisites:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mode of Instruction:</strong></td>
<td>☑ Face-to-face ☐ On-line ☐ Hybrid</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>April Ward, AIA Track, LEED GA + GCP, PhD Candidate, Professor of Architecture</td>
</tr>
</tbody>
</table>
**Office Location:** School of Architecture, Prairie View A&M University, Room

**Office Telephone:** (832) 372-5497

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

**Email Address:** jaward@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:** Monday - Thursday 11:00 AM - 1:00 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. 

**Meeting Success Formula= Pen + Paper + Preparation + Punctuality!**

**Virtual Office Hours:**

**Required Text/Readings/Movies:**


- Building Codes Illustrated: A Guide to Understanding the International Building Code; Author: Francis D. K. Ching; Publisher: John Wiley & Sons, Inc.

- Race, Place, and Environmental Justice After Hurricane Katrina: Struggles to Reclaim, Rebuild, and Revitalize New Orleans and the Gulf Coast Edited by: Robert D. Bullard and Beverly Wright; Publisher: Westview Press ISBN: 978-0-8133-4424-9

- Urban Sprawl and Public Health: Designing, Planning, and Building for Healthy Communities Authors: Howard Frumkin, Lawrence Frank, Richard Jackson; Publisher: Island Press ISBN: 1-55963-305-0


- A Field Guide to American Houses Authors: Virginia & Lee McAlester; Publisher: KNOPF


**NOTE:** These books/reading/movies and select assigned additional readings throughout the course are required! The professor will provide copies of readings and references to defer cost. Strongly recommended for your professional library.<

**Optional Texts:**

- Building Construction Illustrated; and/or
- Green Building Illustrated; Author: Francis D. K. Ching; Publisher: John Wiley & Sons, Inc.

**Required Readings:**

- AIA Committee on the Environment (COTE). COTE Top Ten Competition Winners
- AIA Committee on the Environment. Student Design Competition.
- Living Building Challenge Guide and Case Studies
https://living-future.org/lbc/
LEED for Homes
Energy Star
Race to Zero Student Competition Guidelines
IDEO Human Centered Design
Select precedent research and assigned readings throughout course.

### Learning Resources

**PVAMU Library:**
Telephone: (936) 261-1500;  
web: [http://www.tamu.edu/pvamu/library/](http://www.tamu.edu/pvamu/library/)

Use the Reference Desk at the library where the staff is eager to guide your research. They can orient you to hard copies and on-line resources.

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

**The Writing Center**
Telephone: (936) 261-3700

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

**Student Academic Success Center**
Telephone: (936) 261-1040

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

**The Tutoring Center**
John B. Coleman Library in Room 209  
Telephone: (936) 261-1561  
Hours: Monday through Thursday 12 pm to 9 pm and Friday from 8 am to 5 pm.
Email: AEtutoring@pvamu.edu

Open to all undergraduate students enrolled for credit in targeted PVAMU courses. offers help for:
- Microeconomics, Macroeconomics
- Management Information Systems
- History, Government
- Statistics, Basics – Calculus II
- Psychology, Sociology
- English (Basics – Freshman Comp II), Speech
- Spanish I&II
- Biology (Pre-Med, Pre-Nursing)
- Chemistry (Bio & Nursing Majors)
- Physics
- Materials & Science

### Course Goals and Overview:

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

This course will ask you to examine the ways in which:

**urban architecture and architectural design of public space** can be designed to integrate & reflect -
the current needs and collective beliefs of the public; as well as collective aspirations – a building as living cultural, social, ecological + political stance - acted upon smooth and striated urban grids to establish and set the tone for future development and collective life in diverse urban environments in the Region that includes Houston and Prairie View.

**climate change** impacts infrastructure, the built environment, and other community systems and how infrastructure can respond to climate change – climate change exacerbates the rise of vacancy in historic neighborhoods, inequity among those living in the watershed in the Houston Regions, and daily needs of people.

**home is a technology** through which we experience Nature, Our Community, Our Neighbors, Our Families, and Ourselves.

Practice **integrative design** as used in the workplace to further sustainable goals and make important design decisions with teams.

Your design challenge is to develop an architectural design, with positive social and ecological impacts in the urban environment, that are measurable and experiential.

Through the frameworks of **regenerative design, critical regionalism, and environmental justice** - your site and building design will be; **integrative, energy efficient, climate responsive, respectful and restorative of ecology + local habitat** - while addressing social equity and resilience in a poetic way through applicable building codes, systems, locally sourced materials, structural and envelope detailing.

You will work from the following performance guides to generate measurable design:

- the AIA Committee on the Environment (COTE) Student Design Competition
- the Living Building Challenge Guidelines
- Energy Star and/or LEED
- the Solar Decathlon and Race to Zero Competition

**Goals:**

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, organic and man-made, and processes and fixed conditions.

This will be accomplished through the design of pocket neighborhoods within the historic Independence Heights neighborhood and other select sites. Each pocket neighborhood will consist of small footprint homes, shared community structures and outdoor public spaces.

Students will be expected to apply **principles of regenerative design** in their projects.

Specifically-- as the project relates to the regeneration and resilience of a community after sustained environmental injustice and mega-storm events; such as Tropical Storm Allison, Hurricane Ike and Katrina, and most recently – Hurricane and Tropical Storm Harvey.

**Students will work in teams to develop critical analysis of:**

- existing case studies in Houston, Austin, Texas, and the U.S.
- the School of Architecture Race to Zero team designs
- historic neighborhoods of Houston and Prairie View
- climate change and the impacts on the built environment
- climate responsive architecture, social impact design, and human-centered design
Students will work in teams to develop: a design brief that includes; asset mapping, masterplan/site plans, architectural designs, final model and presentation materials. Student teams will work from a selection of relevant sites and industry partners that further the service learning curriculum and University mission. Designs are meant to be buildable and teams will be responsible for developing realistic construction details, cost estimates, energy performance simulations and professional presentations to the community.

Individual students will be responsible for developing: preliminary and analytical sketches; working models; process books; contributing to the team deliverables; and additional assignments from the professor throughout the course.

Service Learning: The studio builds on collective knowledge of previous studios that have performed service learning curriculum in the Houston Region. Each student is expected to participate in the service learning/community outreach portion of the course. This will include field trips and site visits to neighborhood lab space. The integrative emphasis of the studio requires students to work collectively to forward and steward the working capital developed by previous studios. Slack, Google Drive, and/or other technical file sharing and team collaboration applications will be mandatory.

### Learning Outcomes

At the end of this course, the student will:

- **4456.1** Be able to understand basic pre-design and site design issues/strategies. Students will also understand how to integrate the building system into the site and larger community context.
- **4456.2** Demonstrate the ability to integrate cultural issues and traditions that influence how we live and inhabit spaces into design systems.
- **4456.3** Define and understand architecture as a holistic system with spatial, structural and mechanical and life-safety elements including fire egress components.
- **4456.4** Be able to analyze a site as not only a fixed place, but as ongoing, ever-changing living system.
- **4456.5** Identify architecture as a coherent system that is underpinned with a clear intention.
- **4456.6** Utilize systems thinking to understand how a project impacts the greater whole of which it is a part, and visually communicate that impact.
- **4456.7** Demonstrate a basic understanding of sustainability measures including net zero energy design, net zero water design, low impact development, responsible material sourcing, healthy indoor air quality, resilient design, and supporting local food production and natural habitats.

### Course Requirements & Evaluation Methods

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td><strong>Design Brief - Midterm Design Models, Presentation, Architectural Drawings and Renderings</strong></td>
<td>150</td>
<td>36%</td>
</tr>
<tr>
<td>o Case study analysis</td>
<td></td>
<td></td>
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<tr>
<td>o Neighborhood analysis</td>
<td></td>
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<tr>
<td>o Climate analysis</td>
<td></td>
<td></td>
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<tr>
<td>o Micro Unit Design</td>
<td></td>
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<tr>
<td>o Working Study Model</td>
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### Service Learning Component

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Brief - Final Design Models, Presentation, Architectural Drawings and Renderings</td>
<td>150</td>
<td>36%</td>
</tr>
<tr>
<td>Pocket Masterplan with neighborhood context</td>
<td></td>
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<tr>
<td>Micro Unit Design, Construction Details, and Cost Estimate</td>
<td></td>
<td></td>
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<tr>
<td>Working Study Model</td>
<td></td>
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<tr>
<td>Service Learning Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pocket Neighborhood Master Plan for Community Partner</td>
<td>50</td>
<td>12%</td>
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<tr>
<td>Class Attendance/ Professionalism</td>
<td>32.5</td>
<td>8%</td>
</tr>
<tr>
<td>Service Learning Component</td>
<td>32.5</td>
<td>8%</td>
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**TOTAL POTENTIAL POINTS**

415 100%

### Grade Determination:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
</tr>
<tr>
<td>C</td>
<td>79-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
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### Course Procedures

**Taskstream**

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

**University Attendance Policy:**

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

**Instructor’s Attendance and Participation Policy**

As a student in a professional practice course at Prairie View A&M University you are expected to attend each class. Class attendance is recorded on roll sheets that are circulated to record your name and signature. Studio will run on Monday, Tuesday, Wednesday and Thursday, promptly from 1:00pm to 3:20pm. Students are expected to sign in, be present and working in studio during these times. All students must attend studio, lectures and discussions each week on time. Students are expected to use the studio space for production, reflection and academic conversation during the semester. Take advantage of the resources of your colleagues, the energy of the studio, and the space provided by the school by working in studio. Respect your colleagues, keep the space as quiet, clean and orderly as it needs to be to facilitate a working atmosphere. A designated area for studio meetings and pin ups consisting of a large table, space and a wall should be kept clear and useable at all times. Your computer and other materials need to be with you in the studio, at least when you are there. Students, as well as instructors, are expected to treat each other with mutual respect as outlined in the PVAMU Studio Culture policy, available from the School office.

All absences must be accompanied with a medical doctor’s note and discussed with the instructor in advance when applicable. Consistent absences without prior consent or a doctor’s note will result in grade reduction by one level (e.g. from B+ to B).

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

- **Grade**
  - A: 90-100
  - B: 80-89
  - C: 70-79
  - D: 60-69
  - F: 59 points or below

**Grading of Assignments:**

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

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

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

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

Final Grades

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

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

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

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

"D"

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

"F"

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

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

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

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

**Course Format & Material**

The course will follow a studio format with emphasis on student participation. Students are expected to attend
**Requirements:**

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

- Monday and Tuesday will be regular desk critique and pin up days. Wednesday and Thursday will be lab working days. These days you are expected to coordinate with your group ahead of time to make progress and be producing - in preparation for the review of the work with the professor on Monday and Tuesday. If teams lose accountability for time and place then the schedule will be adjusted accordingly. Site visits and case study visits will be schedule with and by the professor to accommodate the studio.

**Basic Components of Design Studio Drawings & Models**

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

**Service Learning + Community-Based LAB**

**Midterm Design Presentation:**

- Midterm Design Presentation. Midterm presentation should include but is not limited to Basic Components of Design to the use of one of the following building performance measurement systems; AIA COTE Student Competition Guide, Living Building Challenge Guide and/or LEED, Race to Zero Competition and/or Solar Decathlon. At this point in the semester you should have preliminary design analysis, plans, elevations, sections and study models. Present working diagrams and process drawings that illustrate your design intent. Sustainability Diagram, Site Model, Study Building Model and the Building Section Drawing. You will be assessed on Graphics, Sustainability Measures, and overall Project Presentation. Use the feedback and conversation during the review to refine, edit, and complete the design details for the final review. Each review is a unique opportunity to extend architectural dialogue and investigation with visiting professionals, attentive, respectful behavior is critical during peer presentations.

**Design Brief:**

- This brief seeks to elevate design in Houston’s disaster Recovery affordable housing landscape through conceptual designs for resilient single-family homes and pocket communities (with streetscape) in the neighborhoods hit hardest by climate change. Some of these neighborhoods and guidelines are in alignment with the City of Houston pilot neighborhoods designated by Houston Mayor Sylvester Turner as “Complete Communities.” The Complete Communities initiative aims to revitalize Houston’s under resourced communities, including enhanced access to quality affordable homes and improved public infrastructure. The five complete communities are: Acres Homes, Near Northside, Second Ward, Third Ward, and Gulfton. For the housing portion, each design team shall choose one specific area to design for, yet the design should be flexible enough to be adapted for multiple communities. The new home(s) designs as a result of this studio may be used to assist families replacing homes impacted by Hurricane Harvey. The pocket community area streetscape and relevant intersections must be addressed through tactical urbanism and low impact
Various Housing Types for consideration – to be assigned to/ selected by teams:

A micro house adapted from the historic home in 5th Ward. The Micro home must meet the Living Building Challenge petals and goals; be Hurricane resilient and constructed for a shelter in place scenario. A micro unit maybe an efficiency or a 1 bedroom, and can contain a loft and deck areas. ADA compliance, accessibility and visit-ability must be addressed for a senior resident. 760 SF

**Service Learning component includes potential design/build of the micro unit and training with local partner**

A 2-bedroom, 1-2 bathroom, single family house that can be configured as a duplex unit. The 2nd bedroom has potential to be a flexible live/work space that supports local economic growth and professional development.

A 3-bedroom, 1 1/2 to 2-bathroom, single-family house up to 1,400 SF and appropriate for four people. If a garage or storage shed is included, its SF must be included in the total number of SF of the project.

**Service Learning component includes Site Planning with community partner**

Pocket Community Design: Carports need not be included in SF but will add to construction cost. Two onsite parking places are required, but they do not have to be covered and can be one behind another (for infill lots). If onsite parking is Not part of the design proposal – a request for variance will be accepted but it must be detailed, include site specific reasoning, and reference a LEED credit for alternative transportation (ie: public transit nearby, bike storage, shared vehicle, lift). The vegetation must be regionally specific to the Prairie and water drainage and storage must be handled through Low Impact Development strategies. Public space must be mediated and addressed through landscape that includes permeable paving and enhances the nature of the site. Site amenities may include a, community building, a splash pad, and raised bed garden. LEED Sites must be used as well as regenerative design strategies. Research and propose the appropriate Solar Array or community solar program.

Requirements:

- Climate in the Gulf Coast region
- Maintenance and material life span
- Energy efficiency (www.energystar.gov)
- Affordability ≤ $180K construction cost
- LARA guidelines: (www.houstontx.gov/lara/)
- Social, economic, and environmental implications

Houses will be of pier-and-beam construction and respond to the recent changes in the code regarding flood zones. Houses may be constructed onsite or may consist of modular units, constructed offsite. Houses may not exceed two stories, shall have space for a stacked washer and dryer, a 30” cooking range, and a 36” refrigerator. Appliances should be included in the construction budget.

A successful design will use sustainable building practices and materials with a special concern for affordability, longevity, energy savings benefits, and appropriateness for the hot, humid Houston climate. The design should strive for efficiency, using the fewest resources (labor and materials) to achieve the highest design impact.

The $180,000 construction cost limit must include permitting fees, construction costs for all required materials and labor, contractor overhead and profit, materials testing, and appliances. The cost of land purchase, design fees, and removal of an existing structure are not included in this amount.
A text statement of no more than 250 words describing the project concept and design intent. Include the environmental justice issue(s) and climate change impacts your team has identified and responded to. This should be on a horizontally formatted page and saved within the entry file as the first page.

Required minimum drawings include:
- site plan in context of the proposed site
- floor plan
- two building sections
- four exterior elevations
- one wall section
- interior rendering
- exterior rendering in context of proposed site

*Be sure to note graphic scale on all drawings and North arrow on all plans*

Affordability of construction should be addressed and materials and cost should be clear. Outline specifications and annotated drawings are encouraged.

Environmental sustainability should be addressed within the resiliency of the design. Cost and energy analysis may be included, but are not required.

Assemble your design brief as a single pdf document with no more than 10 pages and no larger than 10MB. Pages should be horizontally formatted. Presentations will be viewed electronically on an HD television screen as well as printed out on 8.5” x 11” paper for each jury member.

**Community Presentation following format or other to be determined:**
“Graphics: No more than four (4) digital boards at 20” x 20” (PDF or JPEG files), to include the following: Documentation must adequately convey the project’s relationship to topography and physical context, formal and programmatic organization, circulation patterns, and experiential qualities. All drawings should be labeled; indicate scale and orientation where necessary. At minimum, include the following: • Site or context plan • Floor plans • Building / site sections • Perspective or isometric view (digital rendering or model photograph) Present diagrams or images that best display how the project meets the three design criteria by considering the ten measures of sustainability. Some measures may require a specific graphic or calculation; others are open-ended. Where applicable, provide labels and notes on how calculated metrics are obtained (basis, method, program used, and assumptions). Abstract/Narrative: (100 words maximum for each sustainability measure for a total of 1,000 word maximum). Project/concept statement (approach/program/intentions/strategies). The narratives should answer questions posed in the ten measures. The specific questions for each measure are meant to be a guide; each one does not need to be answered.”

Your project must be added to the studio Masterplan. ALL individual and group Files Must be Uploaded to the Student Folder online. (150 Points)

**Final Design Presentation:**
Final Design Presentation. Your final presentation should be graphically designed to support your overall project statement and approach. This is an opportunity to integrate, refine, edit and complete the design based on the midterm feedback loop. By this presentation, you will have made final design decisions, layered another round of tracings, edits and details into your design work to best illustrate your architectural position. Presentation boards should be graphically designed as one composition (square or linear). Final presentation should include, but is not limited to, updated material from Midterm Presentation and newly developed material. You will be assessed on **Graphics, Sustainability Measures, and overall Project Presentation. Final AIA COTE competition submittal.** Your project must be updated to the studio Masterplan. ALL individual and group Files Must be Uploaded to the Student Folder online. (150 Points)

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

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

**Site + Building Study Models.** You will turn in/ and present your site model during the midterm and final presentations. A study building model is due during the Midterm Presentation and the complete/ updated final site & building model are due during the Final Presentation. A study model is a working model and must change over time as you develop your design and is used during design decision making and discussion with your team. It is Not a final Presentation Model – yet you will present it as a Process Model.
Architectural Line Drawings. Plans, elevations, sections to scale. 3 line weights, 1 poche, 1 color (10% screen). Include all relevant Notes and Call Outs.

Building Section Drawing & Building Relief Section Model. You may be required to generate a building relief section model. You will generate 2 building section drawings and 1 wall section detail.

3D Model + Energy/ Daylight Model. Exploded axonometric and analysis. Models will need to show tectonics and structure accurately.

Class Attendance and class discussion is required.

Design Process/ Work Flow. Make progress each week producing new/ and or updating drawings and/or models in an academically professional, consistent, intentional, and organized way. Incorporate appropriate feedback loops from team members, studio mates, design professionals, community partners, mentors, and professor in an integrative way. Present your design process material during the midterm and final presentations- this can be done through your process book, study models, and other formats.

<table>
<thead>
<tr>
<th>Personal Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>1. <strong>During regular class periods all students are expected to dress appropriately</strong> in accordance with university regulations so that no disruptions in the learning experience will occur.</td>
</tr>
<tr>
<td>2. <strong>No hats or caps will be allowed to be worn in the classroom during class sessions.</strong> 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.</td>
</tr>
<tr>
<td>3. <strong>Dress Code for Class Presentations:</strong> Professional dress is expected for all presentations in class. Failure to adhere to the guidelines posted by the instructor will result in a deduction of ten percent (10%) from your final presentation score.</td>
</tr>
<tr>
<td>4. <strong>No food or drink is allowed in the classroom at any time.</strong></td>
</tr>
<tr>
<td>5. <strong>Cellular telephones are to be turned off or put on silent ring tone</strong> 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.</td>
</tr>
<tr>
<td>6. <strong>Laptops must emit no noise.</strong> 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 and will subject the student to losing all participation point for that class period.</td>
</tr>
<tr>
<td>7. <strong>Harassment of your fellow students of any kind will not be tolerated.</strong></td>
</tr>
<tr>
<td>8. <strong>No children, friends, family members or guests are allowed in the class without prior approval.</strong> Failure to adhere to this rule will result in a “0” entered in attendance for that class period.</td>
</tr>
</tbody>
</table>

Code of Conduct and Professionalism

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

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

Disruptive Behavior that persistently or grossly interferes with classroom activities is considered may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to
Course Syllabus

Professor reserves the right to make changes to the syllabus.
ARCH 4456 DESIGN VII
PRAIRIE VIEW A&M UNIVERSITY
COURSE SYLLABUS
SCHOOL OF ARCHITECTURE
14

Conduct of the Class and Care of the Facility

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

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

Submission of Assignments:

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

Formatting Documents & Class Communication

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

Presentation Policy:

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

Professional Organizations and Journals

References

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 Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms Of Academic Dishonesty:

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

Nonacademic Misconduct (See

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

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

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

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

You can send email anytime that is convenient to you, but the instructors will check their email messages continuously during the day throughout the work-week (Monday through Friday) during normal office hours. Instructors should respond to email messages during the work-week by the close of business (5:00 pm) on the day following their receipt of them. Emails received on Friday will be responded to by the close of business on the following Monday.

### ACCREDITATION/ASSESSMENT CRITERIA Table No. 3-NAAB CRITERIA

This course is structured to assist the student meet the following criteria shown in Table No. 3 as established by the National Architectural Accreditation Board (NAAB). To view the entire list, go to the NAAB website, [www.naab.org](http://www.naab.org) and access "NAAB Conditions for Accreditation."

<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><strong>REALM A: Critical Thinking and Representation</strong></td>
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<tr>
<td>A.1. Professional Communication Skills (Ability)</td>
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<tr>
<td>A.2. Design Thinking Skills (Ability)</td>
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<tr>
<td><strong>A.3. Investigative Skills (Ability)</strong></td>
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<tr>
<td>A.4. Architectural Design Skills (Ability)</td>
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<td>A.5. Ordering Systems (Ability)</td>
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<tr>
<td>A.6. Use of Precedents (Ability)</td>
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<tr>
<td>A.7. History and Global Culture (Understanding)</td>
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<tr>
<td><strong>A.8. Cultural Diversity and Social Equity (Understanding)</strong></td>
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</tbody>
</table>
### REALM B: Building Practices, Technical Skills, and Knowledge

<table>
<thead>
<tr>
<th>Component</th>
<th>Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1. Pre-Design (Ability)</td>
<td>✔</td>
</tr>
<tr>
<td>B.2. Site Design (Ability)</td>
<td>✔</td>
</tr>
<tr>
<td>B.3. Codes and Regulations (Ability)</td>
<td>✔</td>
</tr>
<tr>
<td>B.4. Technical Documentation (Ability)</td>
<td>✔</td>
</tr>
<tr>
<td>B.5. Structural Systems (Ability)</td>
<td>✔</td>
</tr>
<tr>
<td>B.6. Environmental Systems (Ability)</td>
<td>✔</td>
</tr>
<tr>
<td>B.7. Building Envelope Systems and Assemblies (Understanding)</td>
<td>✔</td>
</tr>
<tr>
<td>B.8. Building Materials and Assemblies (Understanding)</td>
<td>✔</td>
</tr>
<tr>
<td>B.9. Building Service Systems (Understanding)</td>
<td>✔</td>
</tr>
<tr>
<td>B.10. Financial Considerations (Understanding)</td>
<td>✔</td>
</tr>
</tbody>
</table>

### REALM C: Integrated Architectural Solutions

<table>
<thead>
<tr>
<th>Component</th>
<th>Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1. Research (Understanding)</td>
<td>✔</td>
</tr>
<tr>
<td>C.2. Integrated Evaluations and Decision-Making Design Process (Ability)</td>
<td>✔</td>
</tr>
<tr>
<td>C.3. Integrative Design (Ability)</td>
<td>✔</td>
</tr>
</tbody>
</table>

### REALM D: Professional Practice

<table>
<thead>
<tr>
<th>Component</th>
<th>Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1. Stakeholder Roles in Architecture (Understanding)</td>
<td>✔</td>
</tr>
<tr>
<td>D.2. Project Management (Understanding)</td>
<td>✔</td>
</tr>
<tr>
<td>D.4. Legal Responsibilities (Understanding)</td>
<td>✔</td>
</tr>
<tr>
<td>D.5. Professional Conduct (Understanding)</td>
<td>✔</td>
</tr>
</tbody>
</table>

### ACCREDITATION/ASSESSMENT CRITERIA

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

#### COURSE OBJECTIVES:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be able to understand basic pre-design and site design issues/strategies. Students will also understand how to integrate the building system into the site and larger community context.</td>
<td>✔</td>
</tr>
<tr>
<td>2. Demonstrate the ability to integrate cultural issues and traditions that influence how we live and inhabit spaces into design systems.</td>
<td>✔</td>
</tr>
<tr>
<td>3. Define and understand architecture as a holistic system with spatial, structural and mechanical and life-safety elements including fire egress components.</td>
<td>✔</td>
</tr>
<tr>
<td>4. Be able to analyze a site as not only a fixed place, but as ongoing, ever-changing living system.</td>
<td>✔</td>
</tr>
<tr>
<td>5. Identify architecture as a coherent system that is underpinned with a clear intention.</td>
<td>✔</td>
</tr>
<tr>
<td>6. Utilize systems thinking to understand how a project impacts the greater whole of which it is a part, and visually communicate that impact.</td>
<td>✔</td>
</tr>
<tr>
<td>7. Demonstrate a basic understanding of sustainability measures including net zero energy design, net zero water design, low impact development, responsible material sourcing, healthy indoor air quality, resilient design, and supporting local food production and natural habitats.</td>
<td>✔</td>
</tr>
</tbody>
</table>

### 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.
### 16 WEEK CALENDAR

#### Week One: Topic
**August 27- August 30, 2018**

**Introductions and Course Syllabus**

**Syllabus Review – What is Regenerative Regionalism? What is Climate Change? What is Environmental Justice?**

**Reading (s):**
- “Race, Place, and the Environment in Post-Katrina New Orleans” - Edited by: Bullard and Wright pp. 34-36 *Dying for a Home – Toxic FEMA Trailers*
- Video
- “A Living Systems Approach” Author: Steve Larrick
- “How to Build Beautiful and Affordable Housing without Destroying Houston’s History: A Review of +House” Author: Cheryl Joseph

**Assignment (s):**
- Read and **Assignment #1**
- Site Visit and Case Study Visit

**University Events:**
- August 27-29, 2018: LATE REGISTRATION/ADD-DROP COURSE PERIOD
- Sept. 3, 2018: LABOR DAY

#### Week Two: Topic
**September 4-6, 2018**

**Case Study Analysis + Regional Climate Analysis**

**Readings (s):**
- “A Sustainable Housing Response to Hurricane Katrina” Author: John Quale, Iverson
- “Urban Sprawl and Public Health: Designing, Planning, and Building for Healthy Communities” Author: Howard Frumkin - pp. 4-5 *What is Sprawl? What does it have to do with Health?*; pp.100-105 *Physical Activity, Sprawl, and Health*; pp.126-131 *Water Quantity and Quality*
- PVAMU Race to Zero Competition Projects
- “Design Like You Give a Damn” Edited by: Architecture for Humanity
- “Rural Studio: Samuel Mockbee and an Architecture of Decency”
- City of Houston Complete Community Plans – Near Northside + 5th Ward

**Assignment (s):**
- Read and Analyze
- Case Study Analysis + Climate Analysis
- COTE Top Ten
- **Assignment #2**
- Preliminary tracings, sketches and study models (physical and 3D)
- Typology selection
- Watershed Analysis + Floodplain Analysis
- Climate Consultant
- Living Building Challenge + FEMA Fortified Home
- Pocket Community Design + Neighborhood Infill

#### Week Three: Topic
**September 10-13, 2018**

**Building Floor Plans, Elevations, Building Sections + Wall Section Details, and Model Development**

**Reading (s):**
- “Architectural Graphics 101 – Line Weight” Author: Bob Borson

**Assignment (s):**
- **Assignment #3**
<table>
<thead>
<tr>
<th>University Events:</th>
<th>September 12, 2018 [Wednesday]</th>
<th>CENSUS DATE (12TH CLASS DAY): COURSE RESERVATIONS CANCELLED FOR NON-PAYMENT. LAST DAY TO WITHDRAW FROM COURSE WITHOUT ACADEMIC RECORD.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 13-Nov 2 2018 [Thursday]</td>
<td>NOTE! WITHDRAWAL FROM COURSES &quot;WITH ACADEMIC RECORD&quot; (W) BEGINS</td>
<td></td>
</tr>
</tbody>
</table>

### Week Four: Topic September 17-20, 2018

- **Building Floor Plans, Elevations, Building Sections + Wall Section Details, and Model Development**

- **Reading (s):** TBA
- **Assignment (s):** Assignment #4

### University Events:

### Week Five: Topic September 24-27, 2018

- **Pocket Community Development + Site Development**

- **Reading (s):** TBA
- **Assignment (s):** TBA

### University Events:

- **September 24, 2018 [Monday]**

### Week Six: Topic October 1-4, 2018

- **Building Tectonics, Structure + Cost Analysis**

- **Reading (s):** TBA
- **Assignment (s):**
  - Midterm Requirements
  - Detailed Cost Analysis
  - Exploded Axonometric of Structural Components

### University Events:

### Week Seven: Topic October 8-11, 2018

- **Midterm Design Production**

- **Reading (s):** TBA
- **Assignment (s):** TBA

### University Events:

### Week Eight: Topic October 15-18, 2018

- **MIDTERM DESIGN PRESENTATION**

- **Reading (s):** TBA
- **Assignment (s):**
  - TBA

### University Events:

- **Mid-Term Exam**

- **October 19-21, 2017**

### Week Nine: Topic October 22-25, 2018

- **October 23 – Midterm Grades Due BY midnight**

- **Chapter (s):**
- **Assignment (s):**

### University Events:

- **October 23, 2017 [Tuesday]**

- **MID-TERM EXAM GRADES DUE**
<table>
<thead>
<tr>
<th>Week Ten: Topic</th>
<th>Design Brief + Design Development + Service Learning with Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 29-November 1, 2018</td>
<td></td>
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<tr>
<td>Readings (s):</td>
<td>▪ TBA</td>
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<tr>
<td>Assignment (s):</td>
<td>▪ TBA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Eleven: Topic</th>
<th>Design Brief + Design Development + Service Learning with Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 5-8, 2018</td>
<td></td>
</tr>
<tr>
<td>Readings (s):</td>
<td>▪ TBA</td>
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<tr>
<td>Assignment (s):</td>
<td>▪ TBA</td>
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</tbody>
</table>

| University Events: | NOVEMBER, 5, 2018 | NOTE! 60% OF TERM |

<table>
<thead>
<tr>
<th>Week Twelve: Topic</th>
<th>Design Brief + Design Development + Service Learning with Community</th>
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</thead>
<tbody>
<tr>
<td>November 12-15, 2018</td>
<td></td>
</tr>
<tr>
<td>Readings (s):</td>
<td>▪ TBA</td>
</tr>
<tr>
<td>Assignment (s):</td>
<td>▪ TBA</td>
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</tbody>
</table>

| University Events: | November 12-16, 2018 | NOTE! PRIORITY REGISTRATION BEGINS FOR SPRING 2018 SEMESTER. |

<table>
<thead>
<tr>
<th>Week Thirteen: Topic</th>
<th>Design Brief + Design Development + Service Learning with Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 19-22, 2018</td>
<td></td>
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<tr>
<td>Reading (s):</td>
<td>▪ TBA</td>
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<tr>
<td>Assignment (s):</td>
<td>▪ TBA</td>
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</tbody>
</table>

| University Events: | November 23-25, 2018 | NOTE! THANKSGIVING DAY (UNIVERSITY CLOSED)  
Begin restoring studios and lecture rooms to original condition prior to giving Exam #3, Final Exam or conducting final project reviews/presentations. |

<table>
<thead>
<tr>
<th>Week Fourteen: Topic</th>
<th>FINAL PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 26-Nov 29, 2018</td>
<td></td>
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<tr>
<td>Readings (s):</td>
<td>▪ NA</td>
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<tr>
<td>Assignment (s):</td>
<td>▪ TBA</td>
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| University Events: | |

<table>
<thead>
<tr>
<th>Week Fifteen Topic</th>
<th>SUBMITTAL OF FINAL DESIGN BREIF</th>
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<tbody>
<tr>
<td>December 3-6, 2018</td>
<td></td>
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<tr>
<td>Readings (s):</td>
<td>▪</td>
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<tr>
<td>Assignment (s):</td>
<td>▪ DESIGN BREIF UPLOAD BY NOON DECEMBER 4, 2018</td>
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| University Events: | December 4, 2018 – LAST DAY OF CLASS |

<table>
<thead>
<tr>
<th>Week Sixteen</th>
<th>FINAL EXAM PERIOD</th>
</tr>
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<tbody>
<tr>
<td>Dec 5-11, 2018</td>
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</table>

| December 5-11, 2018 | FINAL EXAMINATION PERIOD |

| December 13, 2018 | FINAL GRADES DUE FOR GRADUATING CANDIDATES BY NOON |

| December 18, 2018 | FINAL GRADES DUE FOR ALL OTHER STUDENTS BY 11:59 PM |
In order to assure that you have read over this entire document you are required to sign the Statement of Agreement on the final page of the syllabus and return it at the start of second class period. This will be our contract that you have read over the entire syllabus and that you understand what is expected of you in this class.
STATEMENT OF AGREEMENT
I have read the Course Syllabus for ARCH 4456 for the Fall Semester 2017 including the Class Lecture and Event Schedule, and agree to abide by the conditions for the class as spelled out in this document. My signature indicates my personal commitment to meeting the course objectives and succeeding in this educational endeavor.

________________________________________
Signature-Student

________________________________________   ______________ ____________
Student name   (Please print neatly)   Student ID #   Date

________________________________________
Signature-Instructor

________________________________________    ____________
Instructors name        Date

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

☑ RECEIVED WITH STUDENT'S SIGNATURE: _______________________

☑ ENTERED INTO GRADE BOOK: ____________________________________