In the Department of Architecture, the Building Arts intersect Building Technologies with the Humanities. As Building Technologies have changed, evolved, and disappeared throughout history, it is the nature of the humanities to serve as a reflective lens in order to understand the impacts of these changes on contemporary architectural practice. At the core of practice lie standards that impact the way we make and understand architecture. These standards have existed since the birth of the profession in the Renaissance and have caused change, evolution, and the disappearance of various building technologies. What happens when the emergence of a standard affects the presence of a historical technology, method, or tool thereby affecting its ability to become a part of the contemporary architectural lexicon?

Throughout the semester we will study three (3) primary species of standards: Typological Standards, Graphic Standards, and Construction Standards. The definitions of each will unfold and become more focused through discussions, short lectures, presentations and research.

Topics in Architecture is a course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually limited with significant one-on-one student-teacher involvement (course catalogue).
ARCH 492/692: TOPICS IN ARCHITECTURE

SPECIES OF STANDARDS

COURSE PREREQUISITE
None

COARSE GOALS
- Understand architectural standards and how they impact shifts in architectural practice
- Implement reflective practices through the Building Arts
- Develop applied research skills by posing architectural questions
- Demonstrate how physical, political, and sociocultural contexts affect Architecture

METHODS OF ASSESSMENT
By the end of the course students will produce a research document and presentation. This work will display understanding from the student through the synthesis of written analysis, visual analysis, readings, lectures, in-class discussions, and outside research. On assigned days, students will present image sets in order to actively address the research document throughout the semester. A working knowledge of the history, theory, and practice of the material presented in this course will be evidenced in student research projects. The final course grade will be based on the student's performance in this work.

Teaching this seminar will be conducted in a research based study. A semester research project will be structured as follows: proposal (5%), annotated bibliography (10%), outline and revised thesis (10%), presentation (25%), and final document (35%). On time submission of work is expected and will be rewarded in assessment. Review and critique of submitted work will occur and suggestions will be offered for improvement. In each of the final presentations and paper submissions, the instructor will critically study work submitted by the students for evidence of understanding the architectural issues under study.

Students who make A's in this course will be curious about ideas, will demonstrate basic comprehension of and engage in discussions based on the topic and will find a way to channel these studies into an increasingly sophisticated questioning of architectural production.

You can complete every assignment on-time, complete it correctly, and fail this course. Finishing is simply a basis for assessment. No extra credit, make-ups, or late submissions will be accepted in this course.

EVALUATION PROCEDURES
Assignments are due on the day and time indicated. Two points will be subtracted per day for late assignments. Final grades will be given based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>75%</td>
</tr>
<tr>
<td>Image Sets / Reading Analysis / Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADING CRITERIA
A (90 - 100%) Excellent
Exceptional performance; strongly exceeding the requirements of the course, showing strong academic initiative and independent resourcefulness.

B (80 - 89%) Good
Performance above the norm; accurate, complete, and beyond the minimum requirements of the course; work demonstrates marked progress and initiative.

C (70 - 79%) Average
Satisfactory / adequate work; 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.

D (60 - 69%) Inferior
Unsatisfactory / inferior work; unsatisfactorily meets minimum requirements and demonstrates minimum comprehension, communication skills, and effort, at an inferior level; initiative lacking; improvement not noticeable.

F (59% & below) Failing
Does not meet minimum requirements; fails to adequately demonstrate comprehension or communication skills.
## Species of Standards

**NAAB Criteria**

The Department of Architecture (DoArch) must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The Department must provide student work as evidence that its graduates have satisfied each criterion. The 2014 NAAB Conditions for Accreditation, including a full description of Student Performance Criteria, can be found at [http://www.naab.org/](http://www.naab.org/)

The criteria encompass two levels of accomplishment:

- **Understanding**: The capacity to classify, compare, summarize, explain, and/or interpret information.
- **Ability**: Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

Student Performance Criteria are organized into realms to more easily understand the relationships between each criterion.

**Realm A: Critical Thinking and Representation**

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

**Realm B: Building Practices, Technical Skills, and Knowledge**

Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

**Realm C: Integrated Architectural Solutions**

Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

**Realm D: Professional Practice**

Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

## Reading Requirements

All readings will be made available on the class website one week before they are to be discussed. There is no required textbook for this course. Below is a list of suggested texts from which readings will be taken. This list will be added to throughout the semester.


## Resources

Briggs Library offers various architectural materials via their online catalog and by request.

- ARTstor [http://libguides.sdstate.edu/databases](http://libguides.sdstate.edu/databases)
- Avery Index [http://libguides.sdstate.edu/databases](http://libguides.sdstate.edu/databases)
- Interlibrary Loan [http://www.sdstate.edu/library/service/distanceill.cfm](http://www.sdstate.edu/library/service/distanceill.cfm)
- JSTOR [http://libguides.sdstate.edu/databases](http://libguides.sdstate.edu/databases)
ARCH 492/692: TOPICS IN ARCHITECTURE
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UNIVERSITY SCHEDULE
The following dates are key dates for the SDSU Spring 2019 semester.

Week 01   M.  01/07  Start Date/Instruction Begins
Week 02   W.  01/16  Last day to drop or add classes & adjust final fees
                 Th.  01/17  “W” grade begins
Week 03   M.  01/21  No Class - Martin Luther King Day Holiday
                 F.  01/25  Last day to submit graduation app. for Spring 2019
Week 07   M.  02/18  No Class - Presidents' Day Holiday
Week 09   M-F. 03/04-03/08  No Class - Spring Break
Week 10   M.  03/11  First half Spring Term ends
                 Th.  03/14  Deficiency reports due on WebAdvisor by midnight
Week 13   M.  04/01  Last day to drop a course
Week 15   F-Su. 04/19-04/21* No Class - Easter Recess
Week 17   M-F. 04/29-05/03** Final Exams
                 Sa.  05/04  Commencement
Week 18   W.  05/08  Grades due on WebAdvisor by midnight

* Classes will be held on the Monday after Easter
** May 3 - official graduate date noted on transcript

PRELIMINARY SCHEDULE
The following are key dates for ARCH 492/692.

Week 01   W.  01/09  Course Introduction
Week 02   M.  01/14  Species of Standards
Week 03   M.  01/21  NO CLASS- Martin Luther King Day Holiday
Week 04   M.  01/28  Typological Standards
Week 05   M.  02/04  Graphic Standards
Week 06   M.  02/11  Construction Standards
Week 07   M.  02/18  NO CLASS- President's Day Holiday
Week 08   M.  02/25  Image Sets
Week 09   M.  03/04  NO CLASS- Spring Break
Week 10-14 M.  03/18-04/08  Image Sets
               Final Presentations Due
Week 15   M  04/15  Presentations
Week 16   M.  04/22  Presentations
Week 17   TBD  Final Research Documents Due
Every instructor in the department will assess and record attendance. Attendance assessment is measured in “Strikes”. In this assessment there are four states of daily attendance:

a) **Present - (no strike)** In class for the full meeting period.

b) **Absent - (no strike)** Making up for assignments or missed coursework is the responsibility of the student, not the instructor. Excused absences are:
   1. Officially representing the University
      “Appropriate sanctioned activities include: Collegiate club sports and competitions; Conferences and workshops recognized by the University not related to academics; Commitments on behalf of the University (Students’ Association, Band, Choir, etc.); Intercollegiate athletics; and Professional activities recognized by the University related to academics (professional conference attendance, etc.)”**
      “Students must present the completed approved trip absence card to the faculty member ONE WEEK prior to the trip or event to have an official excused absence. Faculty members are not required to honor incomplete or late cards. Absences for trips or activities will not be approved during finals week.”**
   2. Student-Athletics
      “i. No student-athlete may be absent from more than ten (10) class sessions (including required laboratory sessions) of a given course in a semester.
      ii. Athletic excused absences will not be approved during final examination period with the exception of required conference or NCAA activities.
      iii. In the interest of safety for student-athletes and staff, missed class-time resulting from travel delays associated with inclement weather will be excused.”**
      “Students must present the completed approved trip absence card to the faculty member ONE WEEK prior to the trip or event to have an official excused absence. Faculty members are not required to honor incomplete or late cards. Absences for trips or activities will not be approved during finals week.”**
   3. Health Issue
      Medical reasons or illness requiring consecutive, multiple absences. If a student is sick, then they must stay home. Students who have had a fever in the 24 hours before a class meeting should not attend the session. Inform the instructor as soon as possible about illnesses or accidents. Verification may, in some instances, be required.

Special Note on Excused Absences:
“...should excused absences be excessive, the faculty member may recommend withdrawal from the course(s) or award an incomplete grade.”**

c) **Tardy - (half-strike)** Late arrival / early departure (15 minutes or more) counts as a half strike. Making up for assignments or missed coursework is the responsibility of the student, not the instructor.

d) **Missing - (full strike)** Not present and not excused. Making up for assignments or missed coursework is the responsibility of the student, not the instructor.

Strikes are accrued due to tardiness or missing scheduled class meetings. Once a student accrues enough strikes the course assessment is lowered a letter grade. Once a student accrues the next strike they fail the course.
- ARCH 352, 451, 452, 551, 552, 651, 652: on 4th strike, lose a letter grade; on 5th strike, fail the course.
- ARCH 251, 252, 351: on 4th strike, lose a letter grade; on 5th strike, fail the course.
- Non-studio, once a week class meetings: on 2nd strike, lose a letter grade; on 3rd strike, fail the course.
- Non-studio, twice a week class meetings: on 3rd strike, lose a letter grade; on 4th strike, fail the course.
ARCH 492/692: TOPICS IN ARCHITECTURE
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Failure in Attendance
Enrolling in a DoArch course is a contract for participation in a professional and intellectual education. DoArch, “is obligated to encourage its primary constituents, the students, to meet their responsibilities to themselves, their families, classmates, instructors, and the taxpayers and donors who support higher education in South Dakota.”* DoArch courses are performative in nature and entail a high level of collaboration and discussion. Students who fail in attendance will no longer be able to attend the course. Students who fail in attendance in studios are no longer part of the cohort and will promptly move out of the studio before the next class meeting.

*(SDSU Policy and Procedure Manual 2:5 “Class Attendance”)

STUDENT ACADEMIC  
INTEGRITY AND  
APPEALS
The University has a clear expectation for academic integrity and does not tolerate academic dishonesty. University Policy 2:4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.

FREEDOM  
IN LEARNING
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any courses of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

ADA STATEMENT
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, in the Student Union.

STUDENT  
CONDUCT
Students will conduct themselves in a manner that promotes learning. Disruptive behavior and disrespectful attitudes will not be tolerated. For more information on the Student Code of Conduct, please see Section 3.4 of the SDBOR website (https://www.sdbor.edu/policy/Pages/Policy-Manual.aspx).

DIVERSITY &  
INCLUSION
In this class, people of all ethnicities, gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their perspectives and experiences. Over the course of the semester, please honor the uniqueness of your fellow classmates and refrain from personal attacks or demeaning comments of any kind. If you feel your differences may in some way isolate you from South Dakota State University's community or if you have any specific accommodations, please speak with me about your concerns and what we can do together to help you become an active and engaged member of our class and community.

CELLULAR  
PHONE POLICY
The use of cellular phones in the classroom is not permitted. Phones must be turned off.

VETERANS  
&  
ACTIVE DUTY  
MILITARY  
PERSONNEL
Veterans and Active Duty Military Personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities, and other qualifying needs) are welcome and encouraged to communicate these, in advance if possible, to the instructor in order to address attendance requirements or other actions in accordance with SDBOR and University policies and procedures.

CHILDREN IN CLASS
Per SDBOR policy 4:41, children are not allowed in work areas, hallways, libraries, lounges, areas adjacent to classrooms, laboratories, or offices except under brief or exceptional circumstances during the standards working hours. As a general rule, students should not bring children to class, however, if an emergency situation occurs exceptions can be made with prior approval of the faculty member.