COURSE TITLE BLACKBOARD SITE	1672/1673 Arch Design 7 Typology Fall 2012 – http://my.ltu.edu and select ARC5223 OL
INSTRUCTOR	John Abela Adjunct Faculty jabela@ltu.edu 248-224-4969 Office hours by appointment
SCHEDULE	August 29 – December 21, 2012 Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.
LEVEL/HOURS PREREQUISITE	Graduate 03 credit hours
REQUIRED TEXT (See Blackboard for additional resources)	There is no required text for this course. Reading / discussion topics will be distributed by the instructor.
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu. Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne.

COURSE SCHEDULE

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Aug 29 – Sep 2	Module 0	Exercise 1: **SKeTCH PRoBLeM 1**	Course orientation
Week of Sep 3 – Sep 9	Module 1	Review Exercise 1	**SKeTCH PRoBLeM 1**
Week of Sep 10 – Sep 16	Module 2	Discussion: Natural VS. Man Made Exercise 2: **(F5) FoRM FoLLoWS FuNCTioN FoLLoWS FoRM**	.
Week of Sep 17 – Sep 23	Module 3	.	.
Week of Sep 24 – Sep 30	Module 4	Review Exercise 2	**FoRM FoLLoWS FuNCTioN FoLLoWS FoRM**
Week of Oct 1 – Oct 7	Module 5	.	.
Week of Oct 8 – Oct 14	Module 6	.	.
Week of Oct 15 – Oct 21	Module 7	.	.
Week of Oct 22 – Oct 28	Module 8	.	.
Week of Oct 29 – Nov 4	Module 9	.	.
Week of Nov 5 – Nov 11	Module 10	.	MiD-TeRM ReVieW (date and format to be determined)
Week of Nov 12 – Nov 18	Module 11	.	.

Dates	Modules	Topics / Readings	Assignments Due
Week of Nov 19 – Nov 25	Module 12	**Thanksgiving Break**	.
Week of Nov 26 – Dec 2	Module 13	.	.
Week of Dec 3 – Dec 9	Module 14	.	.
Week of Dec 10 – Dec 16	Module 15	.	FiNaL ReVieW (format and date(s) to be determined)
Week of Dec 17 – Dec 21	Final Exams	Course Summary End of Course	.

STUDENT EVALUATION

The course has 3 assignments totaling 90 points. Credit is also given for the final presentation and online participation. Letter grades are awarded based on the total number of points achieved. **NO LATE ASSIGNMENTS WILL BE ACCEPTED OR GRADED.**

Assignments	Points
01 – Sketch Problem	10
02 – F5	20
03 – Design Problem	60
Final Presentation	10
Participation	10
Total Points	110

Class Points	Letter Grade
105 and above	A
99 – 104	A-
95 - 98	B+
91 – 94	B
88 – 90	B-
85 – 87	C+
81 – 84	C
77 – 80	C-
76 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

EDUCATIONAL GOALS / STUDENT LEARNING OBJECTIVES / OUTCOMES

Foster professional growth and the awareness that good design is not only an aesthetic concept, but a practical holistic methodology centered around humanism, urbanism, and environmentalism.

To understand that successful design encompasses a breadth of disciplines and connects people on a variety social/political/environmental/and economic levels. To develop a comprehensive resolution to the design issues under study and to demonstrate proficiency in both graphic and oral presentations skills within the framework of the assignments.

Communication Skills: *Ability to* read, write, speak and listen effectively.

Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following:
Design Thinking Skills, Technical Documentation, Investigative Skills, Ordering Systems, Historical Traditions and Global Culture, Accessibility, Sustainability, Site Design, Life Safety, Environmental Systems, Structural Systems

Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings.

Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project

design.

Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.
Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

PREREQUISITE SKILLS
Prerequisite courses, hand-drawing, sketching, electronic drawing programs, Adobe illustrator, In-Design, Photo-Shop, three-dimensional thinking, analytical skills, site analysis skills.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION
Weekly lectures / Live classroom sessions in which we discuss a variety of topics centered around Humanism, Urbanism, and Environmentalism. Weekly individual 'Desk-Crits' to discuss issues/topics specifically related to the particular student's project and outcome.

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.
Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.
Self-Assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

CLASS POLICIES AND EXPECTATIONS
I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under "Blackboard Tools", then "Personal Information"** and send an email to me to store your email address in my directory.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via email.

Requirements for each assignment will be discussed in class.

NO LATE ASSIGNMENTS ARE ACCEPTED OR GRADED.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I strongly encourage your participation in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:
- I will be available to you via e-mail and phone, and will reply to your messages as soon as I am able.
- I will be available to you for face-to-face appointments at a mutually agreeable time.
- I will send out e-mail updates to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A four-credit design studio generally requires at least 20 hours per week of time commitment.

- A 15-week semester would require at least 300 hours of time commitment to successfully complete all the requirements for this studio.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively.

ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard "Digital Drop Box."
All assignments will be delivered to the instructor either via email unless noted otherwise.

NO LATE ASSIGNMENTS ARE ACCEPTED OR GRADED.

SKeTCH PRoBLeM 1 (10 Points)

Overview – content will be discussed in class

SKeTCH PRoBLeM 2 (20 Points)

Overview – content will be discussed in class

DeSiGN PRoBLeM (60 Points)

Overview – content will be discussed in class

FiNaL PReSeNTaTioN (10 Points)

Overview – content will be discussed in class

Deliverables and Evaluation – Students will submit their work via email unless noted otherwise. Students projects will be evaluated on content per the guidelines to be discussed in class.

oNLiNe PaRTiCiPaTioN (10 points)

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 01 point per meeting.

SYLLABUS ADDENDA

Please see the LTU Online "Current Students" web site http://www.ltu.edu/ltuonline/ for comprehensive information about Lawrence Tech's academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online "Current Students" web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the eHelp web site regarding the use of the SafeAssign product.