

# ARCH 6817

Fall 2020

<b>Title</b>	Research Methods II Preparation for Final Studio
<b>Credits</b>	3 Credits
<b>Type of Course</b>	Graduate Workshop
<b>Time</b>	Mondays and Wednesdays 8:35 – 10:30 AM
<b>Location</b>	<i>IVC (Interactive Video Conferencing)</i>
<b>Co-Instructor</b>	Michael Abrahamson ( <i>he/him/his</i> )
<b>Email</b>	abrahamson@arch.utah.edu
<b>Office Hours</b>	TBD
<b>Co-Instructor</b>	Valerie Greer ( <i>she/her/hers</i> )
<b>Email</b>	valerie.greer@utah.edu
<b>Office Hours</b>	TBD

## Course description

ARCH 6817 is a required course to prepare for the final self-directed graduate architecture studio of the professional Master of Architecture degree program. Building on the skills and knowledge from ARCH 6815 Research Methods I, students follow a guided process to determine and carry out research leading to a complete proposal for their final studio project. Starting from the construction of a research question, students realize a set of research-based activities, which includes:

- completing a literature review,
- producing an annotated bibliography,
- writing a project brief,
- identifying and understanding a user group,
- finding and evaluating applicable precedents,
- locating and analyzing a potential site and its related conditions and context,
- identifying applicable design theories and processes,
- determining a viable timeline for project completion, and
- considering their responsibility and agency as an architect and global citizen.

## Required Materials

Selected readings for ARCH 6817 are posted on Canvas and available to all enrolled students online. Students will be using a word processing program for writing assignments and working with Adobe software for graphic design, such as InDesign, Acrobat and Photoshop. Students have access to these software packages through the University: <https://software.utah.edu/>

## **Course Objectives**

By the end of the course, students will have completed and produced written and graphic documentation of the research and analysis fundamental to a successful architectural design project. Students will have written a comprehensive proposal for their final self-directed studio project. The written proposal will demonstrate students' understanding of:

- their ethical role and agency as an architect and global citizen, including their responsibility to include those typically not served by conventional architecture practice;
- the function of research and analysis in the design process and its applicability to the creation of a design argument;
- distinct methods of research and design and their relevance to different types of questions and knowledges;
- the complexity and opportunity of comprehensive architecture design, including technical issues with building systems (structures, environmental systems, construction, materials, etc.);
- the function of critical reflection in design research and creation; and
- the role of clear communication (graphic and text-based) in a successful design proposal.

## **Teaching and Learning Methods**

ARCH 6817 will utilize a variety of teaching and learning methods designed to stimulate students toward a comprehensive understanding of the role of research and analysis in design processes and practices. Instructors will provide a framework for the final studio research project indicating each aspect of the research for which students are responsible, including deliverables and materials needed to complete the course. Students then will be given a strict schedule and guided through the structure individually depending on their research question. Evaluation and instruction will incorporate one-on-one reviews of student work and small group discussion. Additional methods may include individual presentations, peer review, and research process case studies introduced by students, mentors, and the instructor responsible for the class. Students will produce both graphic and text-based documentation of their research and will compile the work into a final Project Proposal Booklet.

## **Tasks and Grading Breakdown**

40% - Project Proposal Booklet

20% - Weekly Research Diary

10% - Participation in Online Discussions and Presentations

30% - Completion of all required research tasks:

- Inventory of Previous Work and Ideas
- Compilation of an Annotated Bibliography / Literature Review
- Writing of a Project Brief
- Selection and Analysis of a Project Site

- Development of a Programming Document
- Proposal for relating architecture elective to the project

Descriptions, requirements, and rubrics for each task are provided below and on Canvas

### **ADA Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### **Campus Safety**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

### **Academic Misconduct**

The course website includes a link to the university's Student Code, which contains the academic conduct standards expected of all University of Utah students. By the second class session we will assume that each of you has read the Code and is willing to abide by its requirements. Students who engage in academic misconduct more than once are subject to the policy of the College of Architecture + Planning that directs college and department administrators to seek the dismissal of offending students from their academic program.

### **Faculty and Student Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content.

According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

### **Classroom Equivalency**

Faculty must strive to maintain a climate conducive to thinking and learning in the classroom. PPM 6-316. Discussion threads, e-mails, and chat rooms are all considered

to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code.

### **Wellness**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776. There are also helpful links on the Canvas website, on the Student Wellness Links page.

### **Special Note: COVID-19**

This course will be entirely conducted online, and classes will be held synchronously and asynchronously as usual during the periods of time that the University transitions to all-online learning. Should students have special needs or concerns related to COVID-19, they are encouraged to reach out to their advisors, faculty and leadership at the School of Architecture.

Students must self-report if they test positive for COVID-19 via this website: <https://coronavirus.utah.edu> Please refer to this website for additional resources, guidelines and up to date information.

### **Addressing Sexual Misconduct**

Title IX of the federal Education Amendments of 1972 states, in part: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 332 South 1400 East, Room 112 (Bldg. 73), 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 328 Student Services Building (SSB), 801-581-7779. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

### **Preferred Names & Pronouns**

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and

your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email [bpeacock@sa.utah.edu](mailto:bpeacock@sa.utah.edu) to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

### **Non-Contract Note**

This syllabus is meant to serve as an outline and a guide for our course. Please note that we may modify it within reasonable notice to you. We may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

### **Course Schedule**

Synchronous Meetings will normally be held Mondays, 8:35 to 10:30 AM

Capsule Lectures will be delivered asynchronously by video recording

Individual Meetings will be scheduled by instructors

Group Meetings will be small-group, synchronous and scheduled by instructors

#### Week 1:       **Monday, August 24 – Friday, August 28**

*Course Welcome and Syllabus Introduction (Synchronous Meeting)*

*“The State of Architectural Research” Capsule Lecture*

*Introductory Reading: The State of Architectural Research*

*Research Diary – Introductory Reading, due Friday, August 28*

#### Week 2:       **Monday, August 31 – Friday, September 4**

*“Unfolding Fundamentals” Workshop – Monday (Synchronous Meeting)*

*Mind Mapping Charette – Wednesday (Synchronous Meeting)*

*Research Diary + Mind Map Capsule Lecture*

#### Week 3:       **Wednesday, September 9 – Friday, September 11**

*Labor Day, September 7 – No Class*

*Task #1 – Inventory Due Wednesday, September 9*

*Research Cluster #1: Reading Discussion – Wednesday (Group Meeting)*

*Research Diary 2, due Friday, September 11*

#### Week 4:       **Monday, September 14 – Friday, September 18**

*Capsule Lecture on Bibliography Building and Disciplinary Positioning*

*Individual Meetings to Discuss Task #2 – Annotated Bibliography / Lit Review*

*Research Diary 3, Due Friday, September 18*

- Week 5:       **Monday, September 21 – Friday, September 25**
- Research Cluster #2: Annotated Bibliography / Lit Review (Group Meeting)*  
*Synchronous Open Office Hours – Wednesday, September 23*  
*Task #2 – Annotated Bibliography / Lit Review Due Wednesday, September 23*  
*Research Diary 4, Due Friday, September 25*
- Week 6:       **Monday, September 28 – Friday, October 2**
- Individual Meetings to Discuss Task #3 – Project Brief*  
*Rough Draft of Task #3 – Project Brief Due, Wednesday, September 30*
- Week 7:       **Monday, October 5 – Friday, October 9**
- Midterm Research Presentations – Monday and Wednesday (Synchronous)*  
*Research Diary 5, Due Friday, October 9*
- Week 8:       **Monday, October 12 – Friday, October 16**
- Synchronous Open Office Hours, Monday, October 12*  
*Task #3 – Project Brief Due, Wednesday, October 14*  
*Research Diary 6, Due Friday, October 16*
- Week 9:       **Monday, October 19 – Friday, October 23**
- Site Analysis Workshop, Monday (Synchronous Meeting)*  
*Research Cluster #3: Site Analysis Development (Group Meeting)*  
*Research Diary 7, Due Friday, October 23*
- Week 10:      **Monday, October 26 – Friday, October 30**
- Programming Workshop, Monday (Synchronous Meeting)*  
*Research Cluster #4: Program Development (Group Meeting)*  
*Research Diary 8, Due Friday, October 30*
- Week 11:      **Monday, November 2 – Friday, November 6**
- Book Layout and Graphic Design Workshop, Monday (Synchronous Meeting)*  
*Individual Meetings to Discuss Task #4 – Programming and Site Analysis*  
*Research Diary 9, Due Friday, November 6*
- Week 12:      **Monday, November 9 – Friday, November 13**
- Individual Meetings to Discuss Task #4 – Programming and Site Analysis*  
*Research Cluster #5: Book Layout and Graphic Design (Group Meeting)*  
*Research Diary 10, Due Friday, November 13*

Week 13:      **Monday, November 16 – Friday, November 20**

*Individual Meetings to Discuss Task #4 – Programming and Site Analysis  
Task #4 – Programming and Site Analysis Document Due, Wednesday,  
November 18*

Week 14:      **Monday, November 23 – Friday, November 27**

*Individual Meetings to Discuss Booklet Drafts  
Final Research Presentations – Date and Time TBD (Group Meeting)*

Week 15:      **Monday, November 30 – Thursday, December 3**

*Individual Meetings to Discuss Booklet Drafts*

Finals Week:    **Wednesday, December 9**

*Project Proposal Booklet Due*

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## Research Diary

<b>Points</b>	10 points for each submission
<b>Submission</b>	PDF files via Canvas
<b>Due Date</b>	Weekly submission on Fridays (10 submissions total)

## Description

Each week, you will submit an update to your Research Diary. The first week, this Diary will consist of a reading response. After that, you will use the Diary to reflect on your project's definition, scope, and scale. Your Research Diary will have four parts, updated and expanded as your project continues to evolve and develop:

1. One honest Paragraph discussing the current state of your project and what you've done this week
2. A list of Knowns and Unknowns
3. A Mind Map showing relationships between your project's current list(s)
4. Graphical representation of a concept, theme, or idea underpinning one of your current Knowns

You are encouraged to work through a variety of media in your Research Diary throughout the semester—supplementing written text with diagrams, key images, scans of hand sketches from your notebook, etc. Weekly submissions should be compiled and scanned as a single PDF.

The Research Diary is intended to allow you to collect and synthesize your research, and it will be a document that helps you track your progress throughout the semester.

## Weekly Grading Rubric

- Completeness and thoroughness of submission (7.0 pts)
- Graphical quality of Mind Map (3.0 pts)

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## Task #1

Inventory

## Points

25

## Submission

PDF file and audio recording via Canvas

## Due Date

Wednesday, September 2

## Description

In this assignment, you will revisit your previous thoughts and actions as an architecture student, from the design studio and/or other courses. By doing so, you will begin to describe how you, as an architect, hope to have a consequential impact through your work. This "impact" might be through intervening in debate or discourse on an important issue, by producing a compelling aesthetic object, or any other hoped-for impact.

Step 1: Collect examples of your best work and prepare a PDF presentation consisting of three slides (no more, no less)

Step 2: Write a personal definition of "architecture" (about 35-50 words to avoid cartoonish simplicity) that you feel is embodied in your work

Step 3: Identify an intellectual project, design process, or practice objective within your previous work that you might like to extend or improve upon through your "architectural research" in the Final Studio sequence

Step 4: Record an audio presentation (mp3 or equivalent) of about five minutes in which you describe some of your past work, read your definition of "architecture," and outline your work's desired "impact"

Step 5: Upload both your PDF presentation and your audio presentation to this Canvas assignment

## Grading Rubric

- Creativity of response to assignment (5.0 pts)
- Complete, thorough, and correctly-formatted submission (5.0 pts)
- Appropriate choice and use of graphics (5.0 pts)
- Aesthetically interesting visual and textual presentation (5.0 pts)
- Engagement with questions and issues raised in readings and course discussions (5.0 pts)

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<b>Task #2</b>	Annotated Bibliography / Literature Review
<b>Points</b>	25
<b>Submission</b>	PDF file via Canvas
<b>Due Date</b>	Wednesday, September 23

## Description

The Annotated Bibliography / Literature Review provides the context within which your research should find its place, as an addition to, an expansion of, or a deepening of a larger body of work. This might be viewed as an analog to the site analysis phase of a design project. Your research will be "sited" in a larger body of work just as your building will be sited in a city, neighborhood, landscape, etc. The Annotated Bibliography / Literature Review also allows you to discover what aspects of this body will be important in guiding the form and results of your research.

**The Annotated Bibliography / Literature Review should help to focus the emerging project: this is the first test of your topic and should reveal whether your topic is too broad or too narrowly defined.**

If you cannot clearly identify a body of literature you should return to your topic and allow it to evolve. This review is also important for discovering sources that both support and "test" your emerging ideas. Do not confine yourself to sources which support your work. If you do not test your thesis then your project will not develop to its full potential. The Annotated Bibliography / Literature Review may also allow you to shift the focus of your inquiry. As you discover a body of literature that interests you, follow your passion, but be careful not to be continually sidetracked.

This is a document that should continue to develop throughout the Final Studio sequence. Although you will be turning in your bibliography relatively early in the process, you should not consider this a finished product. It is a first iteration in the development of your understanding of the context and topic of your research. Your bibliography may expand and contract throughout the Final Studio sequence. You will include an updated version in your Project Proposal Booklet so please continue to add sources to your bibliography as you discover them or subtract sources if you discover that they are not useful to you. This is an important record of your continued progress throughout the semester.

## Task #3: Annotated Bibliography / Literature Review

1. A bulleted list of relevant titles usually in alphabetical order by author.

2. Is selective, grouping related references into common themes or points of view that pertain to the research question(s) addressed in the larger document. Or: stand-alone literature reviews can be references directing readers to relevant sources.

3. Each entry is summarized in a few sentences or short paragraph, usually with comments by the researcher on how the reference influences or relates to his/her area of interest.

4. It is the job of literature reviews to group themes, synthesize ideas, explain different schools of thought, or trace historical development of an idea or theory.

*Adapted from: Linda N. Groat and David Wang, Architectural Research Methods, Second Edition (New York: Wiley, 2013).*

### Submission Requirements

You are required to include at least 10 sources (the more, the better at this early phase) in this first draft of your annotated bibliography / literature review. Each reference cited should include the following:

- Complete bibliographic entries formatted according to the Chicago Manual of Style, alphabetized by author last name
- A descriptive paragraph including the thesis or theme of the work and how the author develops this theme
- The significance or implications of the text for your investigation
- In addition, please group your sources into at least two distinct themes or perspectives. Give these themes/perspectives a title, and write a paragraph describing them.

### Grading Rubric

- Creativity of response to assignment (5.0 pts)
- Complete, thorough, and grammatically correct citations (5.0 pts)
- Thorough and critical descriptions of sources listed (5.0 pts)
- Articulation of appropriate themes and groupings within bibliography (5.0 pts)
- Engagement with issues and debates discussed in course readings (5.0 pts)

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<b>Task #3</b>	Project Brief
<b>Points</b>	25
<b>Submission</b>	PDF file via Canvas
<b>Due Date</b>	Wednesday, October 14

## Description

The project brief is the formal articulation of your proposal for a final studio project. You should think of this as a short paper, in which you take a critical position on a topic and defend it. Your position may come out of an issue you are interested in exploring through architecture, a site which you will study from a particular point of view, a material or construction system you will explore, a design method/technique, or a program that you will critique from a particular position. This paper should contain basic information about your project, including a clear research question or set of questions.

The project brief will serve as the introduction and ideological foundation for your project. The text should be 12 or more pages (3000 words at a minimum) and integrate both text and images (obviously, images don't count towards page or word count). This is your opportunity to lay out your position, support it with research and conceptual thinking, and discuss the role played by program, technique, process, and site. Students should draw from images and diagrams created in their Research Diary to generate the project brief.

### The text should include six crucial elements:

- Context/background: the critical framework for your research, key themes
- A genealogy for your work (examples from past architecture demonstrating the relevance of your project)
- Statement of the problem in the form of a research question or set of questions
- Response to the problem in the form of a provisional thesis statement/critique
- Proposed project "brief" that outlines what you will design and how
- Bibliography formatted properly according to the Chicago Manual of Style.

### Grading Rubric

- Creativity of response to assignment (5.0 pts)
- Fulfills requirements and is grammatically correct (10.0 pts)
- Uses citations and sources appropriately (5.0 pts)
- Articulates appropriate themes and concepts and describes their relevance to final studio project (10.0 pts)

# ARCH 6817

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<b>Task #4</b>	Programming and Site Analysis Documents
<b>Points</b>	25
<b>Submission</b>	PDF file via Canvas
<b>Due Date</b>	Wednesday, November 18

## Description

Experience shows that those students who select a site and develop a program prior to the start of the Final Studio are more likely to produce successful projects. With this reality in mind, you will be required to select a site and produce a provisional version of your program for Task #4. Both site and program may need to be defined on a case-by-case basis in consultation with the instructor, particularly for projects that do not intend to conclude with a building design. No matter how you choose to define your program and site, your submission for this assignment must provide a basic description of both. If you have any misgivings or doubts about your approach to either site or program, we can discuss during individual meetings.

### Part 1: Site Narrative

250-word narrative description of the site, your reasoning for selecting it, and what you have so far found interesting in your collection of information about it. You should make clear which aspects of your site's zoning code you may take for granted, and on which aspects you may propose a variance or assert a critique. Zoning constraints can be generative and may protect health, safety, and welfare, but other codes merely reinforce an overly-restrictive and unequal status quo. Please read codes carefully but also critically.

### Part 2: Site Information & Analysis

- Basic demographic, cultural, and social information at scale of neighborhood *and* metro area (or larger population grouping)
- Site dimensions and physical surroundings, including major topological features, transportation amenities, as well as the function of nearby buildings and spaces.
- Basic description of macro- and micro-climatic conditions (For example: a sun-path diagram, wind rose, and average annual and diurnal temperature data can all help make important design decisions).
- Relevant zoning code information, including exterior site requirements like parking, setbacks, maximum height or volume, etc. (Parking, for example, is usually a ratio of the occupancy load or square footage of the building, set at the municipal level. For a guide to calculating your occupancy load, see the resources available on the Canvas site. Zoning codes are usually publicly available on municipal government websites.)

### Part 3: Program Narrative

250-word narrative description of the program for your design project. Be as precise and specific as possible about what will be designed. If you're working within a conventional building type, this text should also make clear which aspects of the building type you may take for granted, which aspects you may critique, and in which areas you may offer alternatives to standard practice. (For example, in projects involving multiple similar spaces such as housing, you may want to consider the disposition of your egress corridors in relation to the housing units. Conventional developer-driven housing tends to have "double-loaded" corridors in the center of buildings, which is cost-efficient but can give buildings an institutional atmosphere. See the resources on the Canvas website for a variety of alternatives.)

### Part 4: Program List

This should be an outline-style, itemized list of programmatic elements. Use hierarchy to group or cluster together these elements under larger categories. If your programmatic elements are spaces for particular functions, you should include approximate square footages and textual description of any other relevant information. For example, an entry for a "community room" might look like this:

*"Community Room (3800 sq. ft.)*

*Large room dividable into two smaller event spaces = 2000*

*Stage (with fly), dance floor, storage, two unisex bathrooms, seating space for 200*

*Separate nighttime access*

*Bar Area (separate but adjacent to large room above) = 1000*

*Two unisex bathrooms*

*Kitchen = 800*

*Refrigerated storage"*

### Part 5: General Conclusions

Include a description of conclusions you've drawn about spatial relationships (e.g. "this should be next to that," "this needs to be far away from this other thing," etc.) and the general spatial disposition of your building (e.g. "oriented east-west to reduce heating load in cold climate," "the building's housing will be made up of double-orientation corner units," etc.) based on your development of the program and site analysis, or based on your personal preferences. Such general goals or guidelines can give you an excellent starting point for your design project.

### Grading Rubric

- Adequately describes criteria to justify site selection (5.0 pts)
- Includes appropriate site analysis (5.0 pts)
- Describes program elements with adequate detail (5.0 pts)
- Precisely articulates thought and reasoning behind program and site (10.0 pts)

# ARCH 6817

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<b>Final</b>	Project Proposal Booklet
<b>Points</b>	100
<b>Submission</b>	PDF file via Canvas
<b>Due Date</b>	Wednesday, December 9

## Description

The last and most crucial assignment is to design a booklet compiling all of your research and thinking for ARCH 6817. You should think of this as a comprehensive and cohesive proposal for your final studio project, and it should, therefore, convince the final studio instructors that you are ready to move forward.

In a broad sense, this booklet should be designed in a format that reinforces your project's themes and goals. All elements should be guided by or subject to a consistent graphical language or a set of representational conventions you establish in your submissions over the course of the semester.

This booklet comprises 40% of your course grade.

## The content of your booklet should include:

1. Front Matter (cover page, title page, and contents page)
2. the full text of your Project Brief (edited as necessary to reflect your current thinking)
3. Research Question(s), which may be incorporated into the text or stand alone
4. an up-to-date version of the Mind Map produced as part of your Research Diary
5. Project goals / themes / concepts which may be incorporated into the text or stand alone (the format may differ based on your particular project)
6. Site Analysis (broadly defined but not optional -- some projects may not need to be located in a particular place, but be thoughtful about how you understand your "site")
7. Programming (this could consist of: textual description, diagrams and a list of square footages, or a comprehensive research design if your project will

not conclude with a building design)

8. Precedent Research (texts, buildings, theories) as applicable to your particular project – translated into the graphical language of your booklet
9. Other appropriate text, graphics, or information
10. properly formatted Bibliography using Chicago Manual of Style "full note" style citations (formatted as footnotes and/or endnotes for sources directly cited, with a full bibliography list at the end)

### **Grading Rubric**

- Comprehensiveness of project proposal (25.0 pts)
- Complete, thorough, and grammatically correct documentation & communication (15.0 pts)
- Selection and analysis of appropriate sources and precedents (15.0 pts)
- Articulation of appropriate project themes, concepts, and goals (20.0 pts)
- Layout and design of booklet (25.0 pts)

# ARCH 6817

Fall 2020

**Online Discussion**

Midterm Research Presentation

**Points**

25

**Submission**

Participation and PDF file via Canvas

**Due Date**

Dates TBD

## **Description**

Present the current state of your Final Studio project proposal to the members of your Research Cluster. Graded on completion of requirements and participation.

Requirements include:

- 8-10 slides that describe your project's premise in terms of its ideas and concepts, building type(s), scope, clients, or its positioning within ongoing disciplinary conversations (this list is intended to be inclusive of all potential elements -- none of you will have all of the elements listed)
- 5-minute verbal presentation
- Engagement in conversation with peers and guest critics about your project
- Submission of slides for your project proposal as a PDF file

# ARCH 6817

Fall 2020

**Online Discussion**

Final Research Presentation

**Points**

25

**Submission**

Participation and PDF file via Canvas

**Due Date**

Dates TBD

## **Description**

Present the current state of your Final Studio project proposal to the members of your Research Cluster and guest critics. Graded on completion of requirements and participation. Requirements include:

- 8-10 slides that describe your project's premise in terms of its ideas and concepts, building type(s), scope, clients, or its positioning within ongoing disciplinary conversations (this list is intended to be inclusive of all potential elements -- none of you will have all of the elements listed)
- 5-minute verbal presentation
- Engagement in conversation with peers and guest critics about your project
- Submission of slides for your project proposal as a PDF file