REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. | ARCH 4000
---|---
Title | Delta Research Colloquium

Short Title (≤ 19 characters) | DELTA COLLOQUIUM

Semester Hours of Credit | 1

If combination course type, # hrs. of CREDIT for |

Repeat Credit Max. (if repeatable): | credit hours

Graduate Credit? | Yes

Credit will not be given for this course and:

Course Type (Indicate CONTACT hours in the appropriate course type.)

Lecture | Lab | Seminar | Recitation | Lec/Rec | Lec/Sem | Lec/Lab | Res/Ind | Clin/Pract | Intern
---|---|---|---|---|---|---|---|---|---

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) | 25

Grading System: | Letter Grade | Pass/Fail X |

Final Exam:** | Yes | No X

**(Attach justification if the proposed course will not hold a final exam during examination week.**

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

4000 Delta Research Colloquium (1) Prereq.: open to students with credit for OCS 2050, ENVS 3050, and ARCH 4444, or by permission of instructor. 1 hr. seminar. Students from multiple disciplines will discuss, develop, and present research conclusions related to applied delta research through faculty lecture, guest lecture, and student project presentations.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.

If this course is approved, will additional staff be needed? | Yes | No X

Will additional space, equipment, special library materials or other major expense be involved? | Yes | No X

Academic Affairs Approval:

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

APPROVALS

Department Faculty Approval Date | May 2017

College Faculty Approval Date | 8 Dec 2017

Department Chair Signature | 1/4/2017

Graduate Dean Signature | (date)

College Contact | E-mail
FORM A – Addition of
ARCH 4000 / Delta Research Colloquium

Justification for New Course:

ARCH 4000 will be the conclusion course for students who have taken the prerequisites of OCS 2050, ENVS 3050, and ARCH 4444. This course provides a collaborative seminar experience for students from a variety of academic backgrounds to discuss and develop a final presentation, representing the results of their delta and coastal education and research and the impact of a multi-disciplinary educational experience. The course is intended to complement their major field of study and aid students in the development of fulfilling requirements of their major, such as research in a capstone class, or development of a final project or thesis. The colloquium course will help students develop ways of framing large-scale research questions through their work and work with various presentation techniques.

This course will represent the full life cycle of individual and collaborative research experience in delta and coastal research in the student’s major field of study. Work will be represented in various evolving forms from hand-drawn or computer sketches to physical models or video simulations. Faculty mentors will also review student progress during critiques. At the critiques, faculty will suggest potential revisions, review outcomes, and assess the students’ process of arriving at solutions.

Justification for No Final Exam:

This is a project-based course with no final exam. The final semester project will take the place of the final exam.

Justification for Pass/Fail Grading:

This course is intended to assist students as they put together final projects and presentations. This course will serve as a platform to finalize work prepared in the prerequisite courses. Being that the bulk of the material is produced in another course (for a letter grade) and only finalized/polished in this course, pass/fail grading seemed appropriate.
COURSE TITLE:
Arch 4000 (1) Delta Research Colloquium
Prereq.: Open to students with credit for OCS2050, ENVS 3050, and ARCH 4444 or by permission of instructor. 1 hr. seminar. Students from multiple disciplines will discuss, develop, and present research conclusions related to applied delta research through faculty lecture, guest lecture, and student project presentation.

COURSE OBJECTIVE:
The Delta Research Colloquium is built on knowledge gained in Coastal Systems Ecology and Ecosystem Design, Field methods in the Louisiana Landscape, and the DELTA Studio. Students from multiple disciplines will gather weekly to reflect upon their specific research aspirations as presented through lectures, reflection, and their capstone thesis/final project development. The course will be roughly 1/3 faculty lecture, 1/3 guest lecture, and 1/3 student presentation.

Lectures by the professors and guest lecturers will pull together topics touched on throughout a variety of applied coastal research classes, professional practice, design thinking, and applied problem solving techniques. Students will be encouraged to participate in discussions and bring their research and practice experiences to the table.

The course will culminate in a public presentation by students of their final research projects developed as part of a capstone thesis/final project in their home departments. This final presentation will coincide with LSU discover and LSU Research day.

Final expectations of the students will be attendance at all classes throughout the semester, periodic blog entries throughout the semester, final presentation of their research project, and a digital portfolio of their final projects.

COURSE OUTCOMES:
At the conclusion of this course, a student will have completed the following:
- Taken part in conversations and lectures concerning designing thinking, applied research, the Mississippi Delta, and applications of research in professions and future careers.
- Topical Focus Presentations and leadership of in-class discussion (spoken and visual)
- Verbal and graphic presentation techniques
- Multi-Disciplinary Communication and Collaboration Skills

LEARNING OBJECTIVES:
- Explore contemporary discussions, discoveries, theories, regarding the delta environment to inform thesis
- Present and discuss student research and develop capacity to provide constructive feedback.
- Read, Summarize, and prepare for class discussion.
- Consider the next step after thesis. Application of applied research minor to career, graduate school, leadership

REQUIRED TEXT
Required readings will be assigned in class and located in the online course reader.
COURSE SCHEDULE:

WEEK 01  Course intro, Topics discussion, Reading 1 assigned.
WEEK 02  Discuss reading 1, Reading 2 assigned, Lecture on applied multidisciplinary research.
WEEK 03  Discuss reading 2, Reading 3 assigned, Lecture on design thinking and the “real” world.
WEEK 04  Project Presentation Roundtable / 3-minute thesis
WEEK 05  Guest lecture 1
WEEK 06  Guest lecture 2
WEEK 07  Discuss reading 3, Reading 4 assigned, Lecture on presentation techniques
WEEK 08  Guest lecture 3
WEEK 09  Discuss reading 4, Reading 5 assigned, Project Presentation Roundtable / 3-minute thesis
WEEK 10  Guest lecture 4
WEEK 11  Guest lecture 5
WEEK 12  Discuss reading 5, Reading 6 assigned, Lecture on career opportunities that bridge disciplines
WEEK 13  Project Presentation Roundtable / 6-minute thesis
WEEK 14  Project Roundtable / 6-minute thesis
WEEK 15  Final Project Presentations (LSU Research Day)

COURSE EVALUATION:
Course grades will be based on the following. Individual participation is determined by the following criteria:

1. The degree to which the student meets the stated objectives and daily requirements.
2. Clear evidence (written and or verbal presentations, etc.) of the student’s investigation of the issues relevant to the successful solution of the course problems.
3. Evidence of a sustained effort with continuous progress toward a resolution of course assignments.
4. Evidence of a professional approach as indicated by class attendance, class participation, preparation for each class, discussion, presentations, timely completion of assignments, and a mature and responsible attitude toward the course.

GRADE DISTRIBUTION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Project Presentations</td>
<td>40%</td>
</tr>
<tr>
<td>Lecture Responses</td>
<td>40%</td>
</tr>
<tr>
<td>Participation and Professionalism</td>
<td>20%</td>
</tr>
</tbody>
</table>

This is a pass fail (P/F) class. The following definitions of pass/fail grades from the University General Catalog will apply to this course:

PASS  a grade of P is defined as equivalent to the letter grade of C- or higher for courses taken for undergraduate credit.
FAIL   a grade of F is defined as equivalent to the letter grade of D+ or lower for courses taken for undergraduate credit.

Assignments not turned in on time will automatically drop one whole letter grade. Every deadline, assigned thereafter in agreement with the instructor, missed will result in another letter grade drop.
ATTENDANCE REQUIREMENTS

Attendance is expected for the scheduled duration of the studio session. More than three unexcused absences may constitute grounds for placement on attendance probation (see PS-22 Student Absence General Policy). Since most class meetings or general discussions take place at the beginning of the class period, it is important that all students be in the studio promptly at the beginning of class. Arriving late, leaving for extended periods of time, or leaving early, unless authorized by the instructor will be considered an unexcused absence.

Out-Of-Class Work Expectations    It is expected that the students have read the chapters prior to class for the background necessary to properly learn the content and apply the concepts addressed. As a general policy, for each hour you are in class, students should plan to spend at least two hours on preparing for the next class and completing homework and laboratory assignments. Expect 2-3 hours of homework per week for this 1 cr. hr. class.

NOTE: Do not contact your instructor regarding absences or tardiness unless extenuating circumstances exist or you are writing to provide documentation of an excused absence as indicated in LSU PS-22 which can be found in the LSU Policies + Procedures at http://www.lsu.edu/a-z.shiML.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. ARCH 4444 Title The D.E.L.T.A. Studio, an Integrated Thinking Course

Short Title (≤ 19 characters) THE DELTA STUDIOS

Semester Hours of Credit 4

If combination course type, # hrs. of CREDIT for

Lecture: 3 Lab/Sem/Rec: 1/0/0

Repeat Credit Max. (if repeatable): credit hours Graduate Credit? Yes X No

Credit will not be given for this course and:

Course Type (Indicate CONTACT hours in the appropriate course type.)

Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract Intern

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 20

Grading System: Letter Grade X Pass/Fail Final Exam:** Yes X No

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:
(Concisely catalog statement exactly as you wish it to appear in the General Catalog)

4444 The D.E.L.T.A. Studio (4) Prereq.: open to students with credit for OCS 2050, ENVS 3050, or by permission of instructor. 3 hr. lecture / 2 hr. lab. Interdisciplinary design projects investigating physical issues affecting the Gulf of Mexico Coastal Plain, Lower Mississippi Alluvial Delta, and coastal environment tectonics as defined by the material culture and how it contributes to the design and conceptual framework of projects.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes No X

Will additional space, equipment, special library materials or other major expense be involved? Yes No X

Academic Affairs Approval:

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date May 2017 College Faculty Approval Date 8 Dec 2017

Department Chair Signature (date) College Dean Signature (date)

Graduate Dean Signature (date) Chair, FS C&C Committee (date)

College Contact E-mail Academic Affairs Approval (date)
FORM A- Addition of
ARCH 4444 / The D.E.L.T.A. Studio, an integrated Design Thinking Course

Justification for New Course:

The course is built around the architecture studio model and presents a multidisciplinary approach to integrated design thinking and problem solving. The course will introduce 3rd and 4th-year students to "real-world" problems facing coastal Louisiana and team-based design approaches to solving them. Student teams will utilize their knowledge in the research methods of science, engineering, and design to propose, develop, and design new inventions, products, or techniques that address physical concerns found in the Gulf of Mexico Plain and Lower Mississippi alluvial valley.

This course does not duplicate any other courses.

Justification for No Final Exam:

This course (lecture + lab) will not have a final exam. The work in the course will be split amongst three distinct project phases. Each phase will have a final product (project or paper) that will take the place of a final exam.
Course Syllabus

COURSE TITLE:
ARCH 4444 (4) The D.E.L.T.A Studio, an Integrated Design Thinking Course

Prereq.: Open to students with credit for OCS 2050 and ENVS 3050 or by permission of instructor. 3 hr. lecture and 1 hr. lab for a total of 4 cr. hrs.

COURSE CATALOGUE DESCRIPTION:
Interdisciplinary design projects investigating physical issues affecting the Gulf of Mexico Coastal Plain, Lower Mississippi Alluvial Delta, and coastal environment tectonics as defined by the material culture and how it contributes to the design and conceptual framework of projects.

SCHEDULE AND LOCATION:
Class will meet during regularly scheduled hours, TBD.

COURSE OBJECTIVE:
The DELTA Studio is built on the introductory contextual knowledge gained in CS2050 and the field research methods practiced in ENVS 3050. Students from multiple disciplines are grouped into investigative teams to propose, develop, and design projects that address physical concerns found in the Gulf of Mexico Coastal Plain and Lower Mississippi alluvial valley, the DELTA. Each design team is to be composed of 3-5 students, each who represent a different discipline. The course is divided into three periods: Proposition, Investigation, and Intention.

<table>
<thead>
<tr>
<th>PROPOSITION</th>
<th>INVESTIGATION</th>
<th>INVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>something offered for consideration or acceptance: proposal</td>
<td>transitive verb:</td>
<td>- discovery, finding</td>
</tr>
<tr>
<td>the point to be discussed or maintained in argument usually stated in sentence form near the outset</td>
<td>- to observe or study by close examination and systematic inquiry</td>
<td>- productive imagination, inventiveness</td>
</tr>
<tr>
<td>a theorem or problem to be demonstrated or performed</td>
<td>intransitive verb:</td>
<td>- something invented as: (1) a product of the imagination: especially: a false conception</td>
</tr>
<tr>
<td></td>
<td>- to make a systematic examination: especially to conduct an official inquiry</td>
<td>(2) a device, contrivance, or process originated after study and experiment</td>
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</tbody>
</table>

The studio will begin with group discussions of contemporary issues facing the DELTA and coastal environment. Students will bring these issues to discussion based on their experiences in their previous coursework and their home disciplines. These discussions will be used to create the investigative teams and generate topical relationships. Once the teams are established, students will compose a proposition utilizing a combination of the scientific method/ engineering design process to develop. Incorporating these methods will establish a common framework for all the teams. Following the proposition, students will begin their investigations. Dependent on the topic of their propositions, they will employ an appropriate research procedure. As the students who have taken the prerequisites will have been exposed to a myriad of different research procedures, the learning goal here is to develop the student’s ability to select the appropriate method of research relative to a proposition. At the conclusion of the Investigation period, the teams will report their findings and present how the research has developed the proposition. The report will be composed of written, graphic, and analytical components and will be presented in the manner of a professional conference paper / project session. The third period, Invention, takes place for the second half of the semester. It is in this period that the teams will fully design their projects. Following the design studio format, students will meet weekly with the instructor and any other project partners with their design developments for input and critique. It is in these sessions that the technical, constructive, and aesthetic aspects of the design invention will be resolved. The format / product of this weekly work will vary from team to team, and from class to class, as it is relative to both topic and involved disciplines.

<table>
<thead>
<tr>
<th>SCIENTIFIC METHOD</th>
<th>ENGINEERING DESIGN PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask a Question</td>
<td>- Define Problem &amp; Conditions</td>
</tr>
<tr>
<td>- Do Background Research</td>
<td>- Do Background Research</td>
</tr>
<tr>
<td>- Construct Hypothesis</td>
<td>- Specify Requirements</td>
</tr>
<tr>
<td>- Test Hypothesis with Experiments</td>
<td>- Brainstorm Solutions</td>
</tr>
<tr>
<td>- Analyze Data and Draw a Conclusion</td>
<td>- Choose Best Solution</td>
</tr>
<tr>
<td>- Communicate Results</td>
<td>- Do Development Work</td>
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<td></td>
<td>- Test and Redesign</td>
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</tbody>
</table>
COURSE OUTCOMES
At the conclusion of this course, the student will have completed the following:

- Procedural Methodology for Investigative Design
- Topical Focus Presentations and Leadership in Class Discussion (spoken and visual)
- Selected Topical Research and Analysis
- Multi-Disciplinary Communication and Collaboration Skills
- A contemporary DELTA Invention Designed in Collaboration
- 2 Promotional Videos (spoken and visual) Preliminary for Instructor Review and Final for Presentation

LEARNING OBJECTIVES

1. Understand the conditions and development of a specific environment and construct arguments/proposals/inquiries to engage in group discussions.
2. Explore contemporary discussions, discoveries, theories, regarding the DELTA environment to inform the Proposition.
3. Construct a Proposition with aligned collaborators.
4. Read, Summarize, and prepare for class discussion, pertinent readings to the topical material.
5. Propose, support, and produce a research project based on selected course topics. 
   - a. analyze the assigned topic.
   - b. propose a collaboration of systems or modification of systems based on knowledge acquired throughout the course and the course readings.
   - c. demonstrate ability to express intentions through research outline.
   - d. demonstrate ability to articulate through speaking one's intentions.
   - e. complete the outcomes set forth in self-composed research outline.

6. Invention
7. Discipline
   - a. demonstrate an ability to work for extended periods of class time.
   - b. show an ability to define investigations (short term), set schedules for work and meet these deadlines.
   - c. demonstrate an ability to incorporate criticism and self-criticism into work.

REQUIRED READERS, TEXTS, AND RECOMMENDED REFERENCE MATERIALS:

Kenneth Frampton, Studies in Tectonic Culture, MIT Press

REFERENCE: NEEDS TO BE UPDATED TO COORDINATE WITH OTHER COURSEWORK

Edward Cazayoux, A Manuel for the Environmental & Climatic Responsive Restoration & Renovation of Older Houses in L.A, Department of Natural Resources Press
John M. Barry, Rising Tide!, Simon & Schuster Press
Ari Kelman, A River and its City, University of California Press
John McPhee, The Control of Nature, Farrar, Straus & Giroux
Arnold R Alanen and Robert Melnik, Preserving Cultural Landscapes in America, Johns Hopkins University Press
Craig E Colton, An Unnatural Metropolis, LSU Press
Joan Busquets and Felipe Correa, New Orleans, Strategies for a City in Soft Land, Harvard GSD
Anuradah Mathur and Dilip da Cunha. Mississippi Floods, Defining a Shifting Landscape, Yale University Press
COURSE ASSIGNMENT & LAYOUT

Period 1: PROPOSITION
KEY WORDS: Environment, Condition, Questions, Discussion, Hypothesize, Propose, Speculate.
Part 1 Requirements: To be distributed throughout Part I.

WEEK 1 / Aug. 24 / Class 1: Course Introduction, Topics Discussion and Interest, Reading 1 assigned
WEEK 2 / Aug. 31 / Class 2: Reading 1 discussed, Reading 2 assigned, Team Designations
WEEK 3 / Sept. 7 / Class 3: Reading 2 discussed, Reading 3 assigned, Team Propositions

Period 2: INVESTIGATION
KEY WORDS: Analysis, Puzzle, Research, Requirements, Limits, Experimentation, Development
Part 2 Requirements: To be distributed.

WEEK 4 / Sept. 14 / Class 4: Reading 3 discussed, Reading 4 assigned, Team Presentations
WEEK 5 / Sept. 21 / Class 5: Reading 4 discussed, Reading 5 assigned, Team Presentations
WEEK 6 / Sept. 28 / Class 6: Research Topic Discussion
WEEK 7 / Oct. 5 / Class 7: Reading 5 discussed, Reading 6 assigned, Team Presentations

Period 3: INVENTION
KEY WORDS: Experimentation, Design Development, Speculate, Make, Manufacture, Tectonic, Specify.
Part 3 Requirements: The second half of this course will focus on the present and future development of the LA Tectonic. Students will look closely at the salient characteristics, components, assemblies, and uses of prescribed tectonics, both natural and manmade. These prescribed tectonics will be specific to L.A. Students will be challenged to look for the unique, the operational, the conditional and the construction of the tectonics and create an analytical object from said research. Each student will present their findings' objects to their classmates for discussion. Students will then propose and develop final projects based on both the research and the objects made. The primary goal and strategy for the final project will be to contribute appropriately to the constructed environment, to contribute to the sustainability of place (culture, environment, history, economics, etc.) – TO DEVELOP & DESIGN THE LA TECTONIC. Through constructive discussion, research topics will develop and the class will establish a cohesive format for their term projects Term Project requirements to be distributed during the course.

WEEK 8 / Oct. 12 / Class 8: Design Development
WEEK 9 / Oct. 19 / Class 9: Design Development
WEEK 10 / Oct. 26 / Class 10: Design Development
WEEK 11 / Nov. 2 / Class 11: Design Development
WEEK 12 / Nov. 9 / Class 12: Design Development
WEEK 13 / Nov. 16 / Class 13: Design Development
WEEK 14 / Nov. 23 / No Class: Thanksgiving Break
WEEK 15 / Nov. 30 / Class 14: Design Development
WEEK 16 / Dec. 7 / Class 15: Final Project Presentations
COURSE EVALUATION

Course grades will be based on the following. 50% or more of each phases' grade will be based on class participation and work presented prior to the completion of the course. Grades will be given at the completion of each part. Individual participation is determined by the following criteria:

1. The degree to which the student meets the stated objectives and daily requirements.
2. Clear evidence (written and/or verbal presentations, etc) of the student's investigation of the issues relevant to the successful solution of the course problems.
3. Evidence of a sustained effort with continuous progress toward a resolution of course assignments.
4. Evidence of a professional approach as indicated by class attendance, class participation, and preparation for each class, discussion presentations, timely completion of assignments, and a mature and responsible attitude toward the course.
5. The quality of the material presented. (Craft, execution, and skill of workmanship, as well as eloquence and clarity of language in both speech and writing.)

GRADE DISTRIBUTION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Summaries and leadership in class discussion (spoken and visual)</td>
<td>5% (5% participation)</td>
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<tr>
<td>Period 1 Proposition - Topic Research and Composed Project Proposal</td>
<td>7.5% (7.5% participation)</td>
</tr>
<tr>
<td>Period 2 Investigation - Research and Analysis and report of findings</td>
<td>12.5% (12.5% participation)</td>
</tr>
<tr>
<td>Period 3 Invention - Design Project A contemporary DEL TA Invention</td>
<td>25% (25% participation)</td>
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<tr>
<td>Designed in Collaboration 2 Promotional Videos (spoken and visual)</td>
<td></td>
</tr>
<tr>
<td>Preliminary for Instructor Review and Final for Presentation</td>
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<td>50% (50%)=100%</td>
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</tbody>
</table>

Completion of the required work does not guarantee a C (acceptable mastery of course material). The following letter grades are from the University General Catalog:

A (4.0 quality points), A+ (4.3 qp), and A- (3.7 qp), denotes distinguished mastery of the course material.

B (3.0 quality points), B+ (3.3 qp), and B- (2.7 qp), denotes good mastery of the course material.

C (2.0 quality points), C+ (2.3 qp) and C- (1.7 qp), denotes acceptable mastery of the course material.

D (1 quality point), D+ (1.3 qp) and D- (0.7 qp), denotes minimally acceptable achievement.

F (0.0 quality points), denotes failure.

Assignments not turned in on time will automatically drop one whole letter grade. Every deadline, assigned thereafter in agreement with the instructor, missed will result in another letter grade drop.

Homework Expectations  It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. For each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. As a 4 credit hour course (lecture + lab), you should expect to spend around 6 - 8 hours outside of class each week reading, writing, investigating and inventing.

ATTENDANCE

Attendance is expected for the scheduled duration of the lecture/lab sessions. More than three unexcused absences may constitute grounds for placement on attendance probation (see PS-22 Student Absence General Policy). During most class meetings, general discussions take place at the beginning of the class period, it is important that all students be in the studio promptly at the beginning of class. Arriving late, leaving for extended periods of time, or leaving early, unless authorized by the instructor, will be considered an unexcused absence. All research, gathering of materials, etc. will be done outside of class time. Attendance of the School of Architecture Lecture series is also considered part of the course. There are 76 lectures this semester, 3 must be attended. The lecture schedule will be posted as soon as it is available.