

ARCH 470b

Architectural Studies Capstone

Spring 2017_3 units

Location: TBD

Instructor: Lauren Matchison

Office: Harris Hall 208

Office Hours: by appointment

Contact Info: lmatchis@usc.edu

Prerequisite: ARCH 470a Architectural Studies Capstone: Preparation and Framework

Course Description

This course is the second in a two-part, capstone sequence designed especially for degree candidates in the Bachelor of Science in Architectural Studies program. The course will bring students together in a seminar format to develop an individual directed research paper with a critical focus/agenda that represents both a reflection of the BSAS program content and a rigorous investigation of the individual students' focus and interests, as explored in ARCH 470a. In addition, students will be challenged to critically examine this subject within the broader framework of contemporary architectural discourse and related disciplines.

A series of readings will introduce texts as examples of research involving architectural studies within a larger intellectual context. The readings will serve as a platform for both group and individual discussions. In addition, students will have the opportunity to develop significant presentation skills through a series of focused Pecha Kucha-style presentations.

Students will meet one-on-one with the instructor for suggestions, guidance and paper edits. Students will also benefit from the counsel and collaboration of structured writing groups. Writing groups will be assembled loosely into themes, based on research topics. Writing groups provide a constant source of constructive criticism, support, and encouragement for each member.

The 470ab sequence aims to imbue students with a love of, and understanding of, research and how to do it. In this way, the course positions itself as both capstone *and* threshold. It attempts to culminate a 4-year academic course of study, while simultaneously generating a personal research framework that can be further developed in graduate school and/or help launch a professional career.

Learning Objectives

1. To assist the degree candidate in developing a directed research paper with a critical focus/agenda that represents both a reflection of the BSAS program content and a rigorous exploration of the individual students' focus and interests.
2. To produce a 25+ page research paper (either argumentative or analytical) with images, illustrations, endnotes, and bibliography that is well written, well documented, and engaging. The paper must offer a unique perspective which increases or generates new knowledge.
3. To learn to participate constructively in writing groups, in ways which benefit oneself and others.

Required Readings

Graff, Gerald and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. New York: W.W. Norton, 2014.

Other required readings will be posted on Blackboard or distributed in class.

Grading Breakdown

<u>Assignment</u>	<u>% of Grade</u>
Research Paper	
Annotated Bibliography	15%
First Draft	20%
Final Draft	35%
Paper Presentation at EXPO	20%
Writing Group Participation	10%

Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

School of Architecture Attendance Policy

A student may miss the equivalent of one week of class sessions without directly affecting the student's grade and ability to complete the course. An excused absence is a confirmed personal illness, family emergency, or religious holiday. For each absence over the allowed number, your grade can be lowered by 1/3-letter grade. If additional absences are required for a personal illness, family emergency, pre-approved academic reason/religious observance, you must discuss the situation with your faculty member immediately.

Any student not in class within the first 10 minutes is considered tardy, and any student absent (in any form including sleep, technological distraction, or by leaving mid class for a long bathroom/water break) for more than 1/3 of the class time can be considered fully absent. If arriving late, a student must be respectful of a class in session and do everything possible to minimize the disruption caused by a late arrival. It is always the student's responsibility to seek means (if possible) to make up work missed due to absences, not the instructor's, although such recourse is not always an option due to the nature of the material covered.

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the coordinator(s) as early in the semester as possible. DSP is located in STU 301 and is open 8:30AM-5PM, Monday through Friday. The phone number for DSP is (213) 740-0776.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Religious Holidays

The University of Southern California recognizes the diversity of our community and the potential for conflicts involving academic activities and personal religious observation. The University provides a guide to such observances for reference and suggests that any concerns about lack of attendance or inability to participate fully in the course activity be fully aired at the start of the term. As a general principle, students should be excused from class for these events if properly documented and if provisions can be made to accommodate the absence and make up the lost work. Constraints on participation that conflict with

adequate participation in the course and cannot be resolved to the satisfaction of the faculty and the student need to be identified prior to the add/drop date for registration. After the add/drop date the University and the School of Architecture shall be the sole arbiter of what constitutes appropriate attendance and participation in a given course.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework Deliverable/ Due Dates
<i>Week 1</i>	Introduction: review of syllabus, course expectations, and course introduction	Assigned: Present your initial research idea in a Pecha Kucha. Your job is to tell us the story of your research framework in an engaging way and VISUAL way. Be prepared to answer questions as well.
<i>Week 2</i>	Student Pecha Kucha	Assigned: <u>Outline</u> ; draft of <u>annotated bibliography</u> DUE: Pecha Kucha
<i>Week 3</i>	Student Pecha Kucha, continued	Reading 1
<i>Week 4</i>	Introduction to Writing Groups, their utility and function in this class Writing groups will follow the protocol and critique paper outlines and bibliographies Reading Discussion	DUE: Outline; draft of annotated bibliography
<i>Week 5</i>	In-Class Individual Conferences / Writing Group Guest Speaker: Library Resources	Assigned: Write the <u>introduction</u> to your paper; Revise <u>outline</u> ; <u>Update image database</u> for both paper and Pecha Kucha
<i>Week 6</i>	Writing groups will follow the protocol and critique paper introductions for content, clarity and errors	DUE: introduction to your paper; Revised outline; Updated image database for both paper and Pecha Kucha Assigned: <u>Revised Introduction</u> ; First draft of <u>body paragraphs</u> Reading 2
<i>Week 7</i>	In-Class Individual Conferences / Writing Groups Reading Discussion	Assigned: First draft of <u>conclusion</u> DUE: Revised outline and introduction

<i>Week 8</i>	Writing groups will follow protocol and critique revised body paragraphs	Reading 3 DUE: first draft of body paragraphs
<i>Week 9</i>	In-Class Individual Conferences / Writing Groups Guest Speaker: Data Visualization	Assigned: <u>Graphic layout of final paper</u> - Images, citations, captions, etc.; Final individual <u>original graphic</u> ; <u>20 Pecha Kucha images and PK text</u> formatted in a list 1-20; <u>Second draft</u> of paper DUE: First draft of conclusion
<i>Week 10</i>	Spring Break	
<i>Week 11</i>	Writing groups will follow protocol and critique all final book pages and graphics for any remaining errors or formatting mistakes; final work due uploaded by the end of class Writing groups will follow protocol and critique PK images Reading Discussion	Reading 4 DUE: graphic layout of final paper, final original graphic, 20 PK images and text
<i>Week 12</i>	Writing groups will follow protocol and critique second draft Reading Discussion Guest Speaker: Architectural Research Realized	Reading 5 DUE: Second draft of paper
<i>Week 13</i>	In-Class Individual Conferences / Writing Groups Reading Discussion	Reading 6 Assigned: Final Pecha Kucha, to be presented at EXPO
<i>Week 14</i>	In-Class Individual Conferences / Writing Groups Guest Speaker: Writing and Publishing a Scholarly Paper	Reading 7
<i>Week 15</i>	In-Class Individual Conferences / Writing Groups Reading Discussion	Final revisions / Reminders: Final Paper Due on the date of the Final
<i>Week 16</i>	EXPO: Pecha Kucha Presentation and Review	DUE: Final Pecha Kucha presentation (uploaded

		as a .pptx) and text (uploaded as a list numbered 1-20 in a Word .docx)
<i>FINAL</i>	FINAL PAPERS DUE Bring one hard copy to final exam session and upload document to Blackboard/TurnItIn.	Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at www.usc.edu/soc .

Selected Bibliography

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Tufte, Edward (1990). *Envisioning Information*. Cheshire: Graphics Press.

USC Libraries: Research Guides <http://libguides.usc.edu/writingguide>

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