

ARCH 470a

Architectural Studies Capstone

Fall 2017_1 unit

Location: TBD

Instructor: Lauren Matchison

Office: Harris Hall 208

Office Hours: by appointment

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- *This course is a prerequisite for ARCH 470b, Architectural Studies Capstone Seminar*
- *This course can be taken concurrently with ARCH 370, Architectural Studies, Expanding the Field*
- *This course is intended to be taken during the 4th year of studies, but an exception can be made for students who study abroad*

Course Description

This course is the first in a two-part, capstone sequence designed especially for degree candidates in the Bachelor of Science in Architectural Studies program. The course is structured to assist students in identifying and investigating a subject consistent with their curricular concentration and relevant to their professional and academic goals. The course will bring students together in a seminar format to achieve three central goals: to provide a thorough introduction to research methodology, to foster proficiency in scholarly writing, and to develop an individual topic of inquiry.

The course begins by discussing approaches to scholarly writing and documenting work, citation of information, and the identification of source material specific to each student's curricular concentration. Then, working sequentially, students will identify a topic of inquiry, organize a literature review, develop a thesis statement, and write an abstract. Students will use the work they generate in this course to establish the basis for a capstone research paper to be executed in ARCH 470b.

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. Obtain a thorough understanding of the methodologies and techniques required for the production of scholarly writing and research.
2. Understand the iterative nature of research and writing.
3. Assist in identifying and developing a research framework, thesis statement, and abstract that will be further developed into a full research paper in ARCH 470b.

Required Reading

Groat, L., and Wang, D. (2013). *Architectural Research Methods* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

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

Grading Breakdown

Assignment and % of Grade

Participation 10%

Pecha Kucha Presentation 10%

Article Review / Analysis (3) 30%

Abstract / Thesis Statement / Literature Review / Student Biography / Original Graphic 50%

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 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://domsafe.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

Week	Topics/Daily Activities	Readings and Homework Deliverable/Due Dates
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Week 1	<u>Introduction: review of syllabus, course expectations, and course introduction</u>	Assigned: Reading 1
Week 2	<u>Overview of the Research Process</u> <u>Crafting a solid Research Question / Framework</u>	Assigned: Taking into account the introduction research readings, rethink and resituate your research ideas into a 1-page research statement
Week 3	<u>Crafting a solid Research Question / Framework, continued</u>	DUE: 1-page research statement Assigned: Pecha Kucha presentation about your research question / framework (20 slides x 20 seconds)
Week 4	<u>Research and Resources – How to Identify and Evaluate Sources</u> <u>Why it matters to encourage scholarship</u>	Assigned: Reading 2
Week 5	<u>Student Pecha Kuchas</u>	DUE: Pecha Kucha presentations Assigned: identify 3-5 articles related to your project, provide ½ page summaries for Literature Review
Week 6	<u>Student Pecha Kuchas</u>	DUE: Pecha Kucha presentations
Week 7	<u>Understanding the Literature Review and Research Framework</u> <u>Appropriate writing styles and formats</u> <u>Documentation models that allow for you to cite your work</u>	DUE: Revised 1-page research statement <u>AND</u> 3-5 article Lit review Assigned: Article Review 1 <u>AND</u> faculty mentor list
Week 8	<u>In-class: Article Review 1</u>	DUE: Article Review 1 Assigned: Reading 3 <u>AND</u> revised draft of literature with 3-5 additional sources “Layering and Separation” <i>Envisioning Information</i> by Edward Tufte “Color and Information” <i>Envisioning Information</i> by Edward Tufte

Week 9	<p><u>Introduction to data analysis and representation</u></p> <p><u>Fair Use: using images in academic work; Citing images in academic work; Image search using Creative Commons</u></p>	<p>DUE: Revised draft of literature review due</p> <p>Assigned: Draft of original graphic</p>
Week 10	<p><u>Research Methods: Qualitative</u></p>	<p>DUE: Draft of original graphic due</p> <p>Assigned: Article Review 2</p>
Week 11	<p><u>In class: Article Review 2</u></p>	<p>DUE: Article Review 2</p> <p>Assigned: Reading 4</p>
Week 12	<p><u>Writing a Descriptive Abstract</u></p>	<p>Assigned: Reading 5 AND Write a descriptive abstract outlining your research topic / question. This abstract describes research that you are GOING to write.</p>
Week 13	<p><u>Research Methods: Quantitative</u></p>	<p>DUE: First draft of abstract due</p> <p>Assigned: Article Review 3 AND second draft of abstract</p>
Week 14	<p><u>In-class: Article Review 3</u></p> <p><u>The importance of a great title, in class exercise based on “20 Titles for Writers”</u></p>	<p>DUE: Article Review 3</p> <p>Assigned: Reading 6 AND Biographical sketch AND thesis title (10 -12 words)</p>
Week 15	<p><u>Individual meetings with instructor and peer review</u></p>	<p>DUE: Biographical sketch AND thesis title (10 - 12 words) AND second draft of abstract</p> <p>Assigned: Final requirements:</p> <p>Title (12 words maximum)</p> <p>Final Abstract</p> <p>Original Graphic (photo collage in a square or landscape rectangle format)</p> <p>-This is a visual explanation of your topic. It should have some emotional or persuasive power and convey spatial understanding.</p> <p>Academic Biography (1 – 3 paragraphs, 300</p>

		words maximum) Photo (professional-looking head shot)
<i>Week 16</i>	<u>Individual meetings with instructor and peer review</u> <u>Individual meetings with instructor</u>	Assigned: continue working on final requirements
<i>Final</i>	<u>Final Requirements Due</u>	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 .

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