

ARCH 9012.12: MArch Thesis I	F 2022
ARCH 9013.06: MArch Thesis II	W 2023
ARCH 9009.00: MArch Thesis Continuation	S 2023

Course Descriptions

ARCH 9012.12: M. Arch Thesis I

Within a seminar group, each student formulates a thesis and explores it through design, analytical, and interpretive studies. The student is expected to develop and demonstrate expertise in the subject area. ARCH 9012 and 9013 must be completed in consecutive terms.

ARCH 9013.06: M. Arch Thesis II

Each student develops and completes an architectural design project that investigates the thesis question. The thesis concludes with a graphic/model presentation, an oral examination, and a formal thesis document that is submitted to the university. The entire thesis requires a minimum of two consecutive terms of residence. Prerequisite: Successful completion of ARCH 9012.

ARCH 9009.00: M. Arch Thesis Continuation

This continuation of ARCH 9013: MArch Thesis II is for students who have not completed the thesis in the minimum two terms. The maximum duration of a thesis is five terms.

Definition of a Thesis

Under the rubric of “research/creation,” students formulate a hypothesis for investigation. Research/creation involves the continuous and active participation of creativity in research — examples are interpreting case studies, developing representational strategies, designing, and exploring the relationship between theory and design in architecture. The hypothesis involves the proposition and design of a building project or a design process that tests its relevance to the wider world of theory and practice. Despite its impressive title, a thesis does not require a major departure from your previous work in the school. It relies on the same knowledge and skills but demands greater autonomy and extends over a longer period of time.

Research/Design Methods

A design thesis involves several phases: exploring a topic, writing a thesis proposal to demonstrate that the research is pursued through architectural design, devising a working method, designing a project to a level sufficient to test the thesis, articulating your findings, and finally writing the thesis document, a comprehensive, illustrated essay of 50 pages or more.

A provocative idea may provide a strong starting point from which a thesis can develop. Defining a hypothesis helps ensure that the thesis maintains a critical and imaginative direction, rather than being simply a design for a program and site. A research question may be framed in different ways. Common approaches include problem solving (how can a particular design help address a specific issue?) and speculation (could a combination of a theory, site, program, technology, building type, or poetic intent lead to benefits or discoveries?). A clear thesis proposal is an essential foundation for a clear thesis.

M3 and M4 Terms: Preliminary Thesis Proposal

Thesis begins with enrollment in Thesis I in the fall term. Even so, you should start working on your thesis while you are still on your MArch work term. You should arrive in September familiar with the literature of your research topic and have defined a design project with a particular focus.

Readings

No thesis exists in a vacuum. Others before you have explored similar topics and their work should provide benchmarks for your own. As a graduate student doing academic research, you are expected to know the fundamental references in your topic of research. Without this theoretical context, no informed discussion of your thesis is possible.

There is a set of class-wide readings and a reading list specific to each seminar group. Prior to the beginning of the M5 fall term, students are expected to complete the class-wide readings and to take notes and organize them into sections. Naming these sections is the first step in each student's research process.

Preliminary Thesis Proposal

Your preliminary thesis proposal is due on July 30. By that time, you are expected to have completed 10 of the "fundamental readings" (list attached) and 5 of your own readings. The Preliminary Thesis Proposal should include the following components:

- a) a working title.
- b) a 150-word thesis statement (what you intend to do and why)
- c) site location and base maps.
- d) program idea and basic breakdown of the population your project will serve.
- e) an annotated bibliography of the 15 readings, describing how each support (or not) your thesis investigation; and
- f) an appendix with your reading notes.

This document will be reworked and augmented during Research Week, and you will bring the revised version to your first seminar meeting with your tutor.

Email a PDF of the Preliminary Thesis Proposal to the Thesis Coordinator by July 30.

Credit hours:	12	
Coordinator:	Sarah Bonnemaïson	
Tutors:	Sarah Bonnemaïson	sarah.bonnemaïson@dal.ca
	Ted Cavanagh	ted.cavanagh@dal.ca
	Michael Faciejew	michael.faciejew@dal.ca
	Niall Savage	niall.savage@dal.ca
	Catherine Venart	cvenart@dal.ca

Class times & locations:

6-9 Sept 11:00 am – 5:30 pm	Research Week. On-line.
Mon 9:30 am -12:30 pm	Lectures, tutorials, student-led seminars and all-class reviews. See schedule for details. Locations: HB4, Exhibition Rm and on-line.
Wed & Fri 9:30 am -12:30 pm	Thesis seminar groups. Locations: HA18, HB1, HB2, HD2D, HD2E, HD4

Additional Course Description

In Thesis I, you develop the theoretical and practical circumstances of your thesis through research and creation. It has three phases: framing a topic, developing a thesis and creating a proposal for an architectural design. It is conducted through lectures, tutorials and seminars. The course guides you to frame and develop a thesis research project, formulate a hypothesis, and investigate it through a design proposal. In your seminar group, you will develop your ideas and test your hypothesis by shifting modes of inquiry back and forth from research to creation. You will acquire techniques on how to set goals and standards that allow you to test and evaluate the progress of the research in an iterative manner throughout the term.

To develop your thesis argument, you begin with a review of the relevant literature on the research topic in each seminar group. You will then explore a specific aspect of that field of research that corresponds to your own interests. To report on your findings, you prepare an overview of the relevant literature (i.e., a 'literature review') and you analyze relevant case studies of best architectural practice. Each student draws out the lessons from their research to establish their goals for their design proposal. You are asked to articulate the design goals at three scales (large, medium and small) and these form the foundation for the design proposal.

Design goals are evaluated against the ambition set by the thesis. Do these goals drive the investigation? As you hypothesize:

- Formulate your thesis through a set of arguments.
- Build your argument through architectural means and methods.
- Integrate the research to clearly frame the thesis.
- Test the framework with design solutions.

The final illustrated essay presents a synthesis of your findings and a demonstration of how they build the argument for a design proposal. At this point the design is not developed but the method is clearly presented, and all the statements (whether visual or textual) are well supported by data and references.

Mode of Interaction

The course is delivered in lectures and tutorials. The thesis faculty give lectures and run seminars, with support from staff to teach tutorials. Students remain with the same seminar tutor throughout the term. Reading lists of fundamental references for each of these topics are provided in the M3/M4 work-term, so that each student begins their Thesis I with a foundation on which they can build.

This fall the course is taught in person. However, Research Week lectures are presented on-line using Zoom, recorded and uploaded to Brightspace for easy access. This is essential for each student to review the lecture of their choice as they prepare for the seminar they will lead. Final presentations will also be on-line, so students may record their presentation and the feedback they receive.

In-person activities include the small seminar groups (both tutor-led and student-led), the B1 Research Charette and Round Robin of B1 student work, and the Mid-term Round Robin Review of Thesis research findings & design portfolio. See schedule for detail.

Attendance

Presence and participation are mandatory at reviews, seminars, tutorials and lectures.

How to Develop an Architectural Thesis Proposal

1. Frame a topic

- Explore a topic that corresponds to your interests. What issues, concerns, or approaches drive your research? Use keywords to develop categories for your research findings.
- Review the relevant literature on your topic. A literature review of the topic will help you build your foundation, develop your argument, and situate it in terms of other architects or theorists.
- Analyze architectural precedents relevant to your topic. An in-depth analysis of relevant architectural precedents or case studies will do the same thing in design terms.
- Based on your research, narrow down your topic to a question or proposition that can be explored in architectural terms.

2. Formulate a hypothesis that can be investigated through design

As you start to design, the hypothesis will become more focused, leading eventually to a thesis question or thesis statement.

3. Advance your research through design.

- Draw out the lessons from your research to establish goals for the design proposal. Also to set the parameters for the design project, such as site, program, user groups, building performance, design method, etc.
- Be mindful of your method. What way of working will help you investigate your hypothesis? A good design method leads to a plan of action where every piece builds on another. Diagrams and conceptual models describe how one piece helps the next one to come about.
- Build your portfolio and comment on it. Over the course of the term, you will develop a design portfolio. Much like a journal, you return to design to think through ideas and develop your thesis argument. Develop a written running commentary on your images in the form of captions. Going back and forth between commentary and images allows the argument to build naturally.

Thesis I Assignments

0. Re-submission of Preliminary Thesis Proposal, revised
Use the lectures and tutorials of Research Week to revise your Preliminary Thesis Proposal to make it more precise. Assignment description on page 2. Format: PDF 8.5" x 11" portrait. Upload on Brightspace in Assignment folder labelled "Preliminary."
1. Thesis Proposal Re/Port/Folio
<p>The Re/PORT/Folio is the primary assignment for Thesis I. It is developed throughout the term, beginning as your M4/M5 Thesis Proposal. As a report and a portfolio, it uses text and image to communicate a fully considered proposal for an architectural thesis. It includes the following elements:</p> <ul style="list-style-type: none">a) Front matter: Name, course number, date. Title/subtitle (max. 8 wds); abstract (max 150 wds); keywords (max. 5); table of contents.b) Introduction. Statement of problem, question, or challenge. Hypothesis of what you are arguing and proposing (max. 150 words). Literature review: situating the problem and hypothesis in terms of the discipline (theoretically/critically) and the method (the approach). Why is this hypothesis important?c) Body of the Re/PORT/Folio. The central portion of this assignment ask you to flesh out your thesis proposal through research, analysis, and synthesis in both writing and representation.<ul style="list-style-type: none">• In the Report, you explain what you have discovered and developed as you frame your argument and design proposal. How will you explore, understand, and address the problem / question / challenge through architectural design? What are the parameters for your design investigation? Do you have the necessary information and data to inform the design — in relation to (depending on their relevance): the project site? the project program? the materials of construction? the technologies of representation?• In the Portfolio, you include your design research and design studies. This is the place for your preliminary design studies and investigations, analytical and/or interpretive maps and diagrams; as well as any other high-resolution visual materials unsuited to the format of the written report (e.g. base drawings, precedent studies, and other background work). Please provide captions or small explanatory texts with each image, so the reader can understand the purpose of each image.d) Conclusion and next steps. Your completed thesis proposal Re/PORT/Folio should be able to explain how architectural design could address/improve the initial question/problem. This is where you frame the project objectives and design brief. Develop a work plan for the interim period and next term, including your activities, the schedule and expected outcomes. What are the phases of the design work? What are your deliverables? What does it hope to achieve?e) Back matter. Correct referencing of all cited texts and images (using author-date style); and a reference list of cited works.f) The appendices are the place for most of your research material. Think of them as your "pantry" for the dish you will be cooking up. For example, this might include: a more complete literature review and annotated reference list, interviews, larger data sets and summaries, background material on your site and program, ...
Format: 8.5" x 11" portrait, formatted according to the Thesis template (see Brightspace on-line tutorial). The portfolio section may be formatted differently but should be easily readable as a PDF.
Submission information: There are two hand-ins of the Re/PORT/Folio. The Mid-term hand-in may be an extended outline in point form but should include all the required components. The End-of-Term hand-in is the complete record of your Thesis I term and sets up the parameters and objectives of the design work in Thesis II.

2. Oral & Visual Presentation of Thesis Proposal

In this presentation, you make the argument for the validity of your thesis using narrative and images. Time limit: 5-minute oral narrative with 10-15 slides. Audience questions and comments will follow.

Orient your presentation to potential supervisors; the ones you have nominated will be invited to sit in on your talk. The aim is to generate a good match for the committee in M6. After a successful pairing, you will arrange a meeting with both your M5 tutor and M6 supervisor, to facilitate a smooth transition into the winter term.

After incorporating feedback, you received on your presentation, please submit an illustrated script of your oral and visual presentation (750 words and 10-15 images).

3. Seminar Leadership

Student-led seminars are an opportunity to explore theoretical ideas related to your research topic in a supportive and intellectually safe environment. Each student selects a lecture from Research Week that may be useful for their thesis topic or method. Working from the lecture and the faculty-recommended associated reading(s), each student prepares for a seminar discussion on or around this topic.

- Review the recorded lecture (available on Brightspace);
- Send the recommended reading to your seminar members a week ahead of time (if you wish you might add another complementary reading);
- Ask each seminar member to email the leader with discussion questions 48 hours ahead of time.
- Prepare for the seminar by writing a summary of the lecture and reading(s) and developing your own questions for discussion. Upload that to Brightspace 48 hours ahead of time.
- The leader draws from seminar member questions and their own to conduct the discussion.

Fall Schedule 2022

Orange = Lectures & tutorials, Blue = tutor-led seminars, Green = student-led seminars, Red = Hand-in

Week	Date	Activity
0	Tu-Fr 6-9 Sept	<p>Online using Zoom (Address on Brightspace)</p> <p>Course Introduction and Research Week</p> <p>This intensive set of lectures, tutorials and hands-on workshops will help you learn about design research tools and methods and apply them to your thesis topic. See the detailed schedule on Brightspace.</p>
1	M 12 Sept	<p>9:30 am in HB4.</p> <p>Lecture: "Introduction to Wish Image assignment." Sarah Bonnemaïson</p> <p>Assignment description: Create a collage to depict a set of activities that you hope to support with your design. The collage shows one or more persons doing something in an ideal place. Format: 11"x17" portrait.</p> <hr/> <p>10:30 am in HB4</p> <p>Organize student-led seminars. Sarah Bonnemaïson</p> <p>In their seminar group, students organize the seminars which take place on Mondays (see schedule). Here, each student has an opportunity to lead a seminar, based on a Research Week lecture and its associated reading (you can add another of your own choice). Organize among yourselves which seminar date and topic each person will lead and communicate this to the coordinator. Seminar leaders are responsible for ensuring their classmates know what lecture and reading(s) to review for their seminar.</p> <hr/> <p>11:30 am in HB4</p> <p>Tutorial: "Setting yourself up for successful research: organizing your readings, notes, data and findings." Susanne Marshall.</p>

1, cont.	M 12 Sept	5:00 pm Upload to Brightspace DUE: Revised Preliminary Thesis Proposal
	W 14 Sept F 16 Sept	9:30 am Seminars 1 & 2 with tutor For your first seminar meeting with your tutor, come prepared to present your Preliminary Thesis Proposal (revised during Research Week), a “wish image” collage and your “mind map”.
2	M 19 Sept	9:30 – 11:30 am HB4 Tutorial: “Social data.” Julie Marcoux, Data Librarian for Dalhousie Libraries Learn how to find and work with sociological data, statistics, and micro-data. This will help you to establish a scientific basis regarding socio-cultural, demographic or economic aspects of your thesis, essential to grounding program and site decisions (bring your lap top).
		11:30 - 12:30 pm at location of your choice Student-led seminar 1
	W 21Sept F 23 Sept	9:30 am Seminars 3 & 4 with tutor
		Preparation for B1 research charette Write a 150-word description of your proposed B1 research charette activity and bring it to your seminar for discussion. Because the B1s begin their architectural studies with at least two years from another discipline, think how your charette might make use of their knowledge. How might you gather information about your project from someone who has expertise outside architecture?
3	M 26 Sept	9:30 – 11:00 am online Tutorial: “Working with GIS.” Jennifer Strang, G.I.S. Centre Geographic Information Systems is a powerful tool that links data sets to site maps — including topographic, hydrological, ecological, engineering, demographic, and architectural information. A lecture demonstration will be followed by personal guidance at the computer stations.
		11:30-12:30 pm at location of your choice Student-led seminar 2
	Tu 27 Sept	2:00 – 5:30 pm in Studio M5 Research charette with B1 students Each Fall Term, M5 students are paired up with B1 students in a mentoring relationship. We find these relationships are greatly appreciated by the incoming students, and long-remembered. While there are only two structured mentoring events (the M5 research charette with B1 students) and the B1 Round Robin Review with M5 reviewers), you may want to connect every week or so with your B1 student.
	W 28 Sept	9:30 am Seminar 5 with tutor
	F 30 Sept	Truth and Reconciliation Day – no class

4	M 3 Oct	9:30 am - 12:00 pm in Ex Rm. Round Robin Review of your research findings & design portfolio. Please include in your pin-up: keywords and thesis statement; research results (site and program research, case study summaries, annotated reference list); and creative activities (method tool, charette results, wish image, augmented maps, program diagrams ...).
	W 5 Oct F 7 Oct	9:30 am Seminars 6 & 7 with tutor
5	M 10 Oct	Thanksgiving – no class
	W 12 Oct	9:30-10:20 am in Ex Rm. Pin-up & discussion: “Revisiting the Wish Image assignment.” And your draft outline Pin-up your current wish image and draft outline you will discuss them in pairs — preferably someone whose wish image you haven’t yet seen.
		10:30-11:20 am in Ex Rm. Tutorial: “Writing an outline to build an argument.” Susanne Marshall
		11:30 -12:30 at location of your choice Student-led seminar 3
F 14 Oct	9:30 am Seminar 8 with tutor	
6	M 17 Oct	9:30-10:20 am in HB4 Tutorial: “Use of diagrams to communicate findings.”
		11:30 -12:30 at location of your choice Student-led seminar 4
	5 pm Upload to Brightspace DUE: Outline of Thesis Re/PORT/Folio Your mid-term hand-in may be an extended outline in point form but should include all the required components. It will be the backbone of your end-of-term oral presentation. Include a revised thesis statement with hypothesis and demonstrate that you are using research and creation methods. Format: 8.5” x 11” portrait. The portfolio section may be formatted differently but should be easily readable as a PDF.	
Tu 18 Oct	2:00-5:30 pm in Ex Rm Round Robin Review of B1 Room in the City - Design	
W 19 Oct F 21 Oct	9:30 am Seminars 9 & 10 with tutor	
7	M 24 Oct	9:30 am in HB4 Tutorial: “Developing a narrative: the script for your oral presentation. Relating words and images: adding comments to your portfolio.”
		11:30 -12:30 at location of your choice Student-led seminar 5
W 26 Oct F 28 Oct	9:30 am Seminars 11 & 12 with tutor	

8	M 31 Oct	<p>9:30 am in HB4 Tutorial: “Thesis Report Formatting.” Steve Parcell (Please download the format checklist page from the Thesis Report Guidelines on Brightspace).</p>
		<p>11:30 -12:30 at location of your choice Student-led seminar 6</p>
	W 2 Nov	<p>9:30 am Seminars 13 & 14 with tutor</p>
	F 4 Nov	<p>Submit supervisor suggestions E-mail the Graduate Secretary (grad.arch@dal.ca) your top 3 choices for supervisor (ranked first, second, and third).</p>
9	7-11 Nov	Reading Week
10	M 14 Nov	<p>9:30 am – 12:30 pm Ex Rm Oral and visual presentation of thesis proposal DUE: Upload complete presentation as a pdf to Brightspace before Monday 11/14 by 8:30 am for easy access. Print and pin up in the Exh Rm a summary of your presentation. Format: 11”x17” sheets in a 2ft vertical band. In this presentation, you make the argument for the validity of your thesis using narrative and images. Time limit: 5-minute oral narrative with 10-15 slides, using the screen. Audience questions and comments will follow. Students may record.</p>
	W 16 Nov	<p>9:30 am – 12:30 pm Ex Rm Oral and visual presentation of thesis proposal, cont.</p>
	F 18 Nov	<p>9:30 am – 12:30 pm Ex Rm Oral and visual presentation of thesis proposal, cont.</p>
		<p>5 pm Upload to Brightspace DUE: Oral and visual presentation as PDF After incorporating feedback, you received on your presentation, please hand in an illustrated script of your oral and visual presentation. Please include the title and a 150-word thesis statement, along with your slides and commentary from the Oral and Visual Presentation. Be sure to show how your thesis will be advanced through programme, site strategy and design goals. Format: PDF of images and text of the five-minute oral presentation. Upload to Brightspace by 5 pm.</p>
11	M 21 Nov	<p>9:30 am in HB4. 11:20 am Writing tutorial: “Reverse outline to make sense of it all.” Susanne Marshall Synthesis through “reverse outlining.” To practice this technique, have a hard copy of your essay with extra-wide margins on each side ready to use.</p>
		<p>11:30 -12:30 pm at location of your choice Student-led seminar 7</p>
	W 23 Nov F 25 Nov	<p>9:30 am Seminars 15 & 16 with tutor</p>
12	M 28 Nov	<p>11:30 -12:30 pm at location of your choice Student-led seminar 8</p>
	F 2 Dec	<p>5 pm Upload to Brightspace DUE: End-of-Term Thesis Re/PORT/Folio. For required components, see the assignment description. The Re/PORT/Folio must be formatted according to the School's Thesis Report Guidelines. The portfolio section may be formatted differently but should be easily readable as a PDF. Upload both files to Brightspace.</p>

13	5-9 Dec	<p>Hand-over meetings</p> <p>At some point this week, please arrange a meeting with your M5 tutor and M6 thesis supervisor, share your design portfolio during the meeting and send a PDF copy of your thesis proposal for the incoming supervisor earlier.</p>
14	F 16 Dec	<p>11:00 am – 12:00 pm Ex Rm.</p> <p>Exhibition and Round Robin Review</p> <p>This exhibition is an opportunity for the whole school to see thesis work in development. The M2 class will serve as reviewers in a round-robin. Format: Pin-up will be limited to a 24" wide space, pin-up your abstract, and include your name!</p> <p>Information meeting for the M2s about MARCH Thesis I (2pm-3pm). M5 students are required to attend the review but not the M2 meeting.</p> <p>Work stays up for end of term celebration</p>

References

Online Tutorial TCPS 2: CORE (Course on Research Ethics). This online tutorial is an introduction to the 2nd edition of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS 2). It consists of eight modules focusing on the guidance in TCPS 2 that is applicable to all research regardless of discipline or methodology. <https://tcps2core.ca/welcome>

How to do Design Research

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2016. *The Craft of Research*. Chicago: University of Chicago Press.

To find books and articles, start from the links on the School of Architecture website. Refer to the "Virtual Private Network" section to set up free VPN service that will enable your home computer to access online resources to which Dalhousie subscribes, including JSTOR (digitized articles on architecture). For additional resources, see the Architecture subject guide for the Sexton Library: <http://tinyurl.com/sexton-library>.

Evaluation

Assignment weighting

10%	Preliminary Thesis Proposal, Revised
20%	Mid-term Re/PORT/Folio
20%	Oral and Visual Presentation Oral and Visual presentation Hand-in (750 words and 10 images)
40%	End-of-term Re/PORT/Folio
10%	Student-led Seminar

Feedback on Assignments

Tutors are responsible for marking all the assignments and to give written feedback to their students, but the Thesis Coordinator reviews all the grades to ensure fairness across seminar groups.

Re/PORT/Folio and Oral and Visual Presentation. Faculty will provide a mark and written feedback on these assignments, using the assignment rubrics. This feedback will be provided within 7 weekdays following hand-in. Faculty may also provide additional comments either verbally or in writing — if you would like more feedback on your work, please set up a time with your tutor for this purpose.

If a marked assignment is reworked and resubmitted, the final mark for that assignment will be an average of the old and new marks.

Student-led Seminar. Seminar leaders are peer-evaluated to get feedback on their performance. The mark for this assignment will be a combination of the average of the peer evaluations, along with the Thesis Coordinator's assessment of the uploaded summaries and questions prepared by the seminar leader. Fillable forms for the leadership assessment are available on Brightspace.

Progress into Thesis II

Clear sailing. A final grade of B and above indicates that you are prepared to proceed to Thesis II, having met the following expectations:

- you have established a thesis that contributes to the discipline.
- you are well-versed in the intellectual context relevant to the topic and show how your investigation can contribute to this; and
- you have synthesized your research in a clear set of design goals that address the issues you have set out to investigate. It is important that these design goals operate at three scales.

Marginal Pass. A grade of B- is a passing grade but it shows a real concern about your ability to do well in Thesis II, since you need to be much more self-reliant in that course. Please discuss your work habits with the Thesis Coordinator and/or the Graduate Coordinator.

Failing Thesis I. In graduate programs at Dalhousie, a grade below B- is a failing grade. If you receive a failing grade for ARCH 9012, you are not eligible to proceed into ARCH 9013 M.Arch Thesis II in the winter term, and must drop the course. At the end of the fall term, please meet with the Graduate Coordinator to plan the best way to complete the M.Arch program. Returning the following fall to retake Thesis I may be a good option.

Evaluation Criteria and Standards

Students are encouraged to review these rubrics to understand the evaluative criterion and standards, and what is expected for each assignment. There are four rubrics for the term: Preliminary Thesis Proposal, Re/PORT/Folio, Oral and Visual Presentation, and the Peer Evaluation of Seminar Leadership.

Preliminary Thesis Proposal, Revised (10% of final mark)

STANDARD CRITERION	D	C	B	B+/A-	A	A+
ABSTRACT 25% 150-word thesis statement (what you intend to do and why)	Abstract has no probability of contribution to the field. There are serious shortcomings in one or more critical elements.	Abstract has low probability of contribution to the field. A weak thesis statement that lacks more than one compelling element.	Abstract may contribute to the development of the field. An average thesis statement that lacks one compelling element.	Abstract is somewhat original and may contribute to the development of the field. At least two elements could have been better described/developed.	Abstract is original, innovative and will contribute to development of the field. One element could have been better described/developed.	Abstract is extremely original, innovative and at the forefront of the field. All elements are appropriate, well-defined and timely.
SITE 25% Site location and base maps.	Site research has no probability of contribution to the research as expressed in the abstract. There are serious shortcomings in one or more critical elements.	Site research is poorly framed in terms of the research as expressed in the abstract. Concerns exist regarding a least two elements.	Site research is partially contributing to the research as expressed in the abstract. Concerns exist regarding one element.	Site is adequately situated in terms of the research as expressed in the abstract. At least two elements could have been better described/developed.	Site is clearly situated in terms of the research as expressed in the abstract. One element could have been better described/developed.	Site is very well-framed in terms of the research as expressed in the abstract Documents are significant and timely.
PROGRAM 25% Program idea and basic breakdown of the population your project will serve	It is unclear how the program will be investigated through design. There are serious shortcomings in one or more critical elements.	Program is poorly defined to advance the thesis. At least one parameter is lacking.	Program is partially defined to advance the thesis. At least one parameter is lacking.	Program is adequately defined to advance the thesis. Some of the parameters could have been better described/developed.	Program is clearly defined to advance the thesis. One of the parameters could have been better described/developed.	Program is well-defined to advance the thesis. Preliminary investigations show great promise.
ANNOTATED BIBLIOGRAPHY 25% 10 books from the fundamental list and 5 from your own list	Annotated bibliography is unclear and the comments on the readings are too small or not there. There are serious shortcomings in one or more critical elements.	Annotated bibliography has identified less than 10 books from the fundamental reading list and/or 5 books from the student's list. Comments struggle to relate to the thesis goals. Concerns exist regarding at least two titles.	Annotated bibliography's goals are reached, but there are concerns that the choice of certain titles may not help frame the thesis	Annotated bibliography's goals are identified, and it appears likely that they will be met. At least two titles could have been better defined / developed.	Annotated bibliography's goals are clearly identified, and it appears highly that they will be met. One title could have been better described / developed.	Annotated bibliography's goals are explicit and clearly defined, there is confidence that they will be met. All titles are appropriate, well justified and coherent.

Re/PORT/Folio evaluation rubric (Midterm hand-in = 20%, end-of-term hand-in = 40% of final mark)

STANDARD CRITERION	D	C	B	B+/A-	A	A+
THESIS PROPOSAL "THE IDEA" 10% Includes: contribution to the discipline, imagination, creativity, and/or originality.	Proposal has no probability of significant contribution to the field. There are serious shortcomings in one or more critical elements.	Proposal has low probability of significant contribution to the field. A weak research proposal that lacks more than one compelling element.	Proposal may contribute to the development of the field. An average research proposal that lacks one compelling element.	Proposal is somewhat original and may contribute to the development of the field. At least two elements could have been better described/developed.	Proposal is original, innovative and will contribute to the development of the field. One element could have been better described/developed.	Proposal is extremely original, innovative and at the forefront of the field. All elements are appropriate, well-defined and up-to-date.
THESIS IS FRAMED IN THE DISCIPLINARY CONTEXT 30% Theoretically with literature review & practically with case studies of precedents.	Thesis is not framed in terms of relevant literature & precedents. There are serious shortcomings in one or more critical elements.	Thesis is poorly framed in terms of relevant literature & precedents. Inappropriate or outdated references. Concerns exist regarding a least two elements.	Thesis is partially framed in terms of relevant literature & precedents. Concerns exist regarding one element.	Thesis is adequately situated in the disciplinary context using relevant literature & precedents. At least two elements could have been better described/developed.	Thesis is clearly situated in the disciplinary context using relevant literature & precedents. One element could have been better described/developed.	Thesis is very well-framed using literature & precedents. References are significant and up-to-date.
THESIS IS DEMONSTRABLE THROUGH DESIGN 30% Includes: design project parameters (e.g. site & program), traction in design investigation & studies, ...	It is unclear how the thesis will be investigated through architectural design methods. There are serious shortcomings in one or more critical elements.	Design project is poorly defined to advance the thesis. At least one of the design project parameters is lacking.	Design project is partially defined to advance the thesis. One of the design project parameters for is lacking.	Design project is adequately defined to advance the thesis. Some of the design project parameters could have been better described/developed.	Design project is clearly defined to advance the thesis. One of the design project parameters could have been better described/developed.	Design project is well-defined to advance the thesis. Preliminary design investigations show great promise to realize findings.
METHOD & WORK PLAN 30% Includes: thesis & design project objectives, work plan & deliverables.	Objectives are unclear and there is low probability of achieving success. There are serious shortcomings in one or more critical elements.	Objectives are identified but there is a low probability that they will be met. Concerns exist regarding at least two elements.	Objectives are identified but the committee has doubts that they will be met. Concerns exist regarding one element.	Objectives are identified and it appears likely that they will be met. At least two elements could have been better defined/developed.	Objectives are clearly defined and it appears highly likely that they will be met. One element could have been better described/developed.	Objectives are explicit and clearly defined, and there is confidence that they will be met. All elements are appropriate, well-justified, coherent and realistic.

Oral and Visual Presentation evaluation rubric (20% of final mark)

STANDARD CRITERION	D	C	B	B+/A-	A	A+
CLEAR NARRATIVE 25%	Script lacks a narrative structure. Points on each slide are disconnected.	Script has poor narrative structure, with many gaps in logic, and digressions.	Script has some narrative structure, but there are several gaps, and some digressions.	Script has a narrative arc to explain the thesis. Points generally relate to the previous one, although there are some gaps.	Script has a clear narrative arc to explain the thesis. Most points relate to the previous one.	Script has a compelling narrative arc, in which each point significantly advances the argument.
COMPLEMENTARY NARRATIVE AND VISUALS 25%	The narrative and visual images do not explain the thesis. Text & image have little relation to each other.	Text & image often repeat the same idea, and are sometimes disconnected.	Narrative & image somewhat work together to advance the argument, but can be redundant.	Narrative & image generally work together to advance the argument, but are occasionally redundant.	Narrative & image work together well to advance the argument.	Narrative & images work together exceptionally well to advance the argument.
COMMUNICATIVE VISUALS 25%	Images are generic, illegible, or confusing.	Images occasionally illustrate thesis concepts but lack analysis/synthesis.	Images somewhat illustrate thesis concepts but lack analysis/synthesis.	Images generally illustrate thesis concepts, and some are analytical & synthetic.	Thesis concepts are well communicated with analytical & synthetic images.	Complex ideas are clearly & effectively communicated with analytical & synthetic images.
EVIDENCE-BASED 15%	The thesis is supported by personal feelings and opinions, and lacks evidence for its claims.	The thesis occasionally uses evidence to ground its claims, but it is not clearly presented, and may not be relevant.	The thesis generally uses evidence to ground its claims, but concerns exist about several points.	The thesis uses evidence to ground its claims, but concerns exist about one or two points.	The thesis is well-supported by the assembled evidence, which is correctly attributed.	The thesis uses evidence very convincingly to support its argument and findings.
ON TIME 10%	No show.	Is only half-way through the presentation after the time limit.	Almost completes the presentation within the allotted time.	Presentation is completed within the allotted time.	Presentation is completed within the allotted time.	Presentation is completed within the allotted time.

Peer Evaluation of Seminar Leadership rubric (10% of final mark)

STANDARD CRITERION	1 point	2 points	3 points
SUMMARY & QUESTIONS PROVIDED TO GROUP MEMBERS	<input type="checkbox"/> Summary and questions were not provided in advance of the seminar, and the leader either had a hard-copy printout of the submitted questions or relied on emailed questions for the seminar.	<input type="checkbox"/> Summary and questions were provided in advance of the seminar, however the timing of the mail made it difficult to review them before the discussion.	<input type="checkbox"/> Leader's summary and questions were provided electronically to group members 48 hours before the seminar, ensuring that members had an opportunity to review and consider them.
TIMING	<input type="checkbox"/> The seminar leader arrived late without a reasonable excuse and/or allowed the seminar group to disperse prior to the end of the session. The readings may have been addressed in a very uneven manner and/or many of the submitted questions were not discussed due to poor time management.	<input type="checkbox"/> The seminar leader was present on time but may have required prompting to begin the discussion, and/or the leader may have allowed the group to disperse a little early (e.g. ran out of questions). All readings were addressed. Most or all of the submitted questions were addressed.	<input type="checkbox"/> The seminar leader was present on time and started the discussion without prompting. The full session time was used for the discussion. All readings received attention. Most or all of the submitted questions were addressed.
COMPREHENSION OF KEY POINTS OF THE READINGS	<input type="checkbox"/> Leader experienced difficulty expressing main points of the readings. Some confusion was evident.	<input type="checkbox"/> The leader expressed a solid understanding of key points in the readings. The leader did not include additional contextual material.	<input type="checkbox"/> Major points of the readings were articulated clearly and effectively. The leader went above and beyond to provide additional background information or materials.
CRITICAL EVALUATION OF READING STYLES	<input type="checkbox"/> The leader was able to express an opinion regarding the likeability of the articles but without any nuanced assessment of writing style.	<input type="checkbox"/> Leader addressed some of the stylistic qualities of the articles but perhaps with a less critical eye.	<input type="checkbox"/> Leader addressed stylistic qualities of the articles, such as the authors' readability, presence of a thesis, organization of ideas, and accuracy. These elements were linked to an overall impression of the readings.
FLOW OF DISCUSSION	<input type="checkbox"/> The leader read from the prepared questions in a rote manner. Responses were given by group members but no attempts to probe those answers were made. Group members were unsure if the leader was listening or if their mind was already on the next question. The leader may have run out of discussion material (i.e. back-up questions were not prepared).	<input type="checkbox"/> The leader stayed close to the prepared questions but guided participants capably through the discussion. Follow-up questions were sometimes asked. Not all members were invited to participate (keeping in mind that participants also bear responsibility for engaging in the conversation).	<input type="checkbox"/> The leader facilitated an easy flow of conversation, allowing the discussion to proceed in an organic fashion. Discussion was redirected if the conversation veered too far off-topic. Follow-up questions were asked to clarify responses when required. All members were invited to participate and the leader truly seemed to listen to responses. The leader never ran short of discussion material.

ASSESSMENT RULES and PROCEDURES

Evaluation procedures	<p>All assignments are individual and are graded by the instructor. Assignments are evaluated in accordance with Dalhousie’s graduate grading system — this means that grades for individual assignments may include marks below B-, however a final grade below B- will be recorded as an F.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;">Descriptor</th> <th style="width: 20%;">%</th> <th style="width: 50%;">Letter Grade</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Excellent</td> <td>90-100</td> <td>A+</td> </tr> <tr> <td>85-89</td> <td>A</td> </tr> <tr> <td>80-84</td> <td>A-</td> </tr> <tr> <td rowspan="3">Good</td> <td>77-79</td> <td>B+</td> </tr> <tr> <td>73-76</td> <td>B</td> </tr> <tr> <td>70-72</td> <td>B-</td> </tr> <tr> <td rowspan="3">Satisfactory</td> <td>65-69</td> <td>C+</td> </tr> <tr> <td>60-64</td> <td>C</td> </tr> <tr> <td>55-59</td> <td>C-</td> </tr> <tr> <td>Marginal</td> <td>50-54</td> <td>D</td> </tr> <tr> <td>Inadequate</td> <td>0-49%</td> <td>F</td> </tr> </tbody> </table> <p>ILL= For medical reasons; INC = Incomplete; W=Withdrawal</p>					Descriptor	%	Letter Grade	Excellent	90-100	A+	85-89	A	80-84	A-	Good	77-79	B+	73-76	B	70-72	B-	Satisfactory	65-69	C+	60-64	C	55-59	C-	Marginal	50-54	D	Inadequate	0-49%	F					
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Accessibility & accommodation plans	<p>Students requiring learning accommodations are asked to contact Dalhousie’s Student Accessibility Centre (access@dal.ca) at the beginning of the term. This office will work with the student to develop an accommodation plan; they will also inform the instructor regarding the relevant details (extended deadlines, etc.).</p>																																							
Student declaration of absence	<p>The Student Declaration of Absence (SDA) is intended for use when you cannot complete a class or coursework due to illness or an unexpected emergency, without having to obtain a doctor’s note. You may use up to two SDAs in a course. Students with an accessibility plan that allows for deadline extensions do not need to submit an SDA.</p> <p>An SDA enables an assignment to be submitted up to three weekdays late without penalty. In this course, they may be used for late outline or paper submissions, but they will not apply to seminar leadership and presentation days. If you must miss a class, notify your instructor before the deadline and upload an SDA within three days.</p>																																							
Medical conditions & emergencies	<p>An absence of four or more consecutive days requires a medical note submitted to the Architecture office. This will allow you to complete the work without being subject to late penalties — the extension depends on how long you were unable to work, as indicated in the medical note. If more than one course is affected, please consult with the Graduate Coordinator to set a new schedule of due dates.</p>																																							
Due dates & late submissions	<table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 45%;">Assignment</th> <th style="width: 15%;">Due date</th> <th style="width: 10%;">Is an SDA accepted?</th> <th style="width: 10%;">Is late work accepted?</th> <th style="width: 20%;">Deduction per weekday for late assignments</th> </tr> </thead> <tbody> <tr> <td>0. Revised Preliminary Thesis Proposal</td> <td>12 Sep</td> <td>yes</td> <td>yes</td> <td>3%</td> </tr> <tr> <td>1. Mid-term Re / PORT/Folio</td> <td>21 Oct</td> <td>yes</td> <td>yes</td> <td>3%</td> </tr> <tr> <td>2. Oral presentation</td> <td>14-18 Nov</td> <td>no</td> <td>no</td> <td>—</td> </tr> <tr> <td>3. Oral presentation hand in</td> <td>18 Nov</td> <td>yes</td> <td>yes</td> <td>3%</td> </tr> <tr> <td>4. End of term Re/PORT/Folio</td> <td>2 Dec</td> <td>yes</td> <td>yes</td> <td>3%</td> </tr> <tr> <td>5. Seminar leadership</td> <td>Once a term</td> <td>no</td> <td>no</td> <td>—</td> </tr> </tbody> </table> <p>* For example, if an assignment is evaluated at 80% before applying a 3% per weekday deduction, it would receive 77% for being 1–24 hours late; 74% for 25–48 hours late; etc.</p> <p>Note: Please note that no work will be accepted after Fri 9 Dec 2022.</p>					Assignment	Due date	Is an SDA accepted?	Is late work accepted?	Deduction per weekday for late assignments	0. Revised Preliminary Thesis Proposal	12 Sep	yes	yes	3%	1. Mid-term Re / PORT/Folio	21 Oct	yes	yes	3%	2. Oral presentation	14-18 Nov	no	no	—	3. Oral presentation hand in	18 Nov	yes	yes	3%	4. End of term Re/PORT/Folio	2 Dec	yes	yes	3%	5. Seminar leadership	Once a term	no	no	—
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Credit hours: 6

		<i>email</i>	<i>office</i>
Coordinator:	Sarah Bonnemaïson	sarah.bonnemaïson@dal.ca	HC8
Supervisors:	Sarah Bonnemaïson	sarah.bonnemaïson@dal.ca	HC8
	Susan Fitzgerald	susan.fitzgerald@dal.ca	HB18
	Christine Macy	christine.macy@dal.ca	HC7
	Roger Mullin	roger.mullin@dal.ca	HB13
	Steve Parcell	parcell@dal.ca	HC4
	Michael Putman	michael.putman@dal.ca	HC2
	Niall Savage	niall.savage@dal.ca	HC3
	Talbot Sweetapple	talbot@mlsarchitects.ca	HC1
	Catherine Venart	cvenart@dal.ca	HC6
	Cristina Verissimo	cristina.verissimo@dal.ca	HB17
Michael Faciejew	michael.faciejew@dal.ca	HB19	
James Forren	james.forren@dal.ca	HB16	

By special arrangement only:

Ted Cavanagh	ted.cavanagh@dal.ca	HC5
Brian Lilley	brian.lilley@dal.ca	HA5

Additional Course Description

During this term, you use your M5 preparatory work as a basis for your thesis project. You work closely with your thesis committee, normally meeting once a week with your supervisor and every few weeks with both supervisor and advisor. You present your design work at a penultimate review that anticipates the thesis examination two weeks later.

Thesis Committee

A Thesis Committee is comprised of a supervisor, and advisor, and an external examiner. The supervisor and advisor work with you over the course of your thesis development. The external examiner first encounters your thesis by reading your penultimate thesis report, which they receive a week before the examination. For a thesis to pass, all members of the committee must agree that the thesis work meets the required standard.

- **Thesis Supervisor.** The Thesis supervisor generally meets with you weekly. Because you have already defined your thesis in Fall Term, the supervisor's primary responsibility will be to assist you in developing the design portion of your thesis investigation. As they review your design work, they will supply, where appropriate, detailed comments on such matters as design intentions, project parameters, design strategy, design development, feasibility, representational strategies, evaluative criteria and other constructive suggestions for improving your design thesis and its presentation. For more information about the supervisory relationship, please see Graduate Calendar, FGS regulations, IX. Thesis Supervisor and Supervisor Committees.
- **Thesis Advisor.** The thesis advisor is arranged by the student and the supervisor shortly after you have been paired. A thesis advisor is less involved than a supervisor and may provide a complementary area of expertise. They meet with you and your supervisor every few weeks, attend your penultimate review, read your penultimate thesis report, attend your final thesis examination, and are involved in evaluating your thesis. An advisor may be any faculty member in the School of Architecture or the School of Planning; a part-time instructor at the School of Architecture; or a

qualified individual from outside the School.

An advisor who is not a Dalhousie University faculty member must be informed of their responsibilities and approved by the School and the Faculty of Graduate Studies. In this case, please download an “External Thesis Advisor” form from the Thesis Brightspace site — this document describes the advisor’s responsibilities and indicates the review/exam dates. An external advisor also must submit a Faculty of Graduate Studies Adjunct (Scholar) application and a Curriculum Vitae to Architecture’s Graduate Coordinator (Steve Parcell), who will forward these to the Faculty of Graduate Studies for approval.

- **External Examiner.** External examiners are adjunct faculty members of the School of Architecture, appointed by the Faculty of Graduate Studies for a period of five years. They review work by individual thesis students and provide longer-term observations on the directions and standards of thesis work at the school.

Assignments

- **Thesis Report.** During Thesis II, you develop your Thesis I RE/PORT/Folio into a Thesis Report.
There is no prescribed number of words but the strong thesis reports have between 60-90 pages, with three solid chapters: introduction + research; methodology; design + conclusion.
- **Penultimate Review.** The aim of this review is to determine whether your thesis is likely to be ready for examination in two weeks, and if so, what remains to be done. Please display your design work in the format you anticipate for your thesis examination, so that missing items are evident. After the review, the thesis coordinator indicates whether your committee recommends that you present your thesis for examination. If so, your supervisor advises you on what still needs to be done.
- **Thesis Examination.** You present your thesis to the examining committee (supervisor, advisor, external examiner), other faculty and students. Please keep in mind this is a formal academic examination. It takes approximately fifty minutes, beginning with your fifteen-minute oral presentation addressing the thesis topic, summarizing the major points in the thesis report, and presenting the design work. Because the examining committee will have read your penultimate report, the presentation should concentrate on the design and conclusions. Following your presentation, the external examiner makes the first response to the work, then the full committee discusses the work with you. If time allows, the discussion is opened to others.

Thesis examinations are scheduled a month before the end of the winter term. For students continuing into the summer, another set of examinations will be scheduled in the middle of that term.

Evaluation

Following the thesis examination, the examining committee (supervisor, advisor, and external examiner) assesses your thesis, and may add additional requirements. This may affect your expected date of completion.

Assessment	What that means	What needs to be done
Approved	The design work and the thesis report are complete.	The student must submit the approved thesis report by the due date for that term or must register for ARCH 9009: MArch Thesis Continuation in the following term.
Approved pending design work and/or thesis report	The supervisor ensures that the examining committee’s concerns are addressed.	The student must complete the remaining work and submit the approved thesis report by the due date for that term or must register for ARCH 9009.
Rejected with permission for re-examination	Substantial changes or developments are needed in the design work and the thesis report, so the thesis requires another examination.	The student must register for ARCH 9009.

Rejected outright	A failing grade is recorded and the thesis is abandoned.	Subject to restrictions of the Faculty of Graduate Studies, the student may be able to begin again, at Thesis I.
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Winter Schedule 2023

Week	Date	Activity
1	M 9 Jan	Winter Term begins
	9-13 Jan	Preliminary thesis project presentation Organize a meeting with your supervisor during the first week of the term. Pin up the visual material to show how your thesis question will be answered through architectural means and methods. Provide copies of your Thesis I Re/PORT/Folio to your committee.
9	6-9 Mar	Penultimate reviews Give your supervisor an updated Penultimate Thesis Report, by 3 March so they have time to review it before the final version is due on 10 March.
	F 10 Mar	Upload to Brightspace DUE: Penultimate thesis report (PDF) At this stage, the report should be complete except for a few reproductions of the final design work. The thesis coordinator will forward this PDF to the graduate secretary and to your examining committee (supervisor, advisor and external examiner) to read before your examination. <u>This is the only version the external examiner will see, so it will serve as a basis for evaluating your thesis.</u> It must follow the Thesis Report Guidelines and its format will be checked by the graduate secretary, on behalf of Graduate Studies.
10	T 14 Mar	DUE: Thesis forms Submit two forms to the graduate secretary, as described in the "Thesis Submission - April 2023" instructions on Brightspace. Once you have submitted your Master's Thesis Approval Form, your thesis title cannot be changed.
11	M-W 20-22 Mar	Thesis examinations
12	27-31 Mar	Completed thesis report At this point, the thesis report must be complete, including high quality reproductions of the final design work including any revisions required by the examining committee. Submit a PDF to Brightspace for review by the graduate secretary and your supervisor. During the following week, they will notify you if additional corrections are needed. The thesis coordinator will notify you when both the content and format of the report have been approved.
13	Th 6 April	12:00 pm DUE: Submit approved thesis report Submit a PDF of your approved thesis report to Brightspace.
14	F 14 Apr	12:00 pm Upload to DalSpace DUE: Approved thesis report (PDF/A) Upload a PDF/A of your approved thesis report to DalSpace by this time. For all graduate students at Dalhousie University, this is a firm deadline in order to graduate in May. Detailed instructions are provided in the "Thesis Submission - April 2023" instructions on Brightspace.

ARCH 9009: MArch Thesis Continuation Summer Term 2022

Credit hours: 0

Coordinator: TBA

Additional Course Description

Thesis Continuation is primarily independent study, but you may continue to meet with your supervisor. Your committee will convene for the penultimate review and thesis examination. Some supervisors may not be in Halifax during the summer term, so on-line video conference and e-mail communication may be needed.

Summer Schedule 2023

For details on each item, refer to the Winter Schedule and the "Thesis Submission - June 2023" instructions on Brightspace.

During the hiatus between the last day of Winter term and the first day of Summer term, Thesis Continuing students are encouraged to work on their thesis report: editing it, removing early material that may no longer be relevant to the direction the thesis has taken, and updating it with new material. This will allow you to begin the summer term with renewed energy and focus.

3	F 26 May	DUE: Updated thesis report to supervisor
6	M 5 Jun to Th 8 Jun	Penultimate reviews
6	F 9 Jun	DUE: Penultimate thesis report (PDF) Upload PDF thesis report to Brightspace
7	Tu 13 Jun	DUE: Thesis forms
8	M 19 to W 21 June	Thesis examinations
9	W 28 Jun	DUE: Completed thesis report (PDF)
10	F 7 July	DUE: Approved thesis report to office

Th 31 Aug

DUE: Upload approved report to DalSpace (PDF/A)

Regulations Affecting Thesis Students

Research Involving Human Subjects

If your research involves human subjects, it will require prior written approval from Dalhousie University's Social Sciences and Humanities Research Ethics Board. To see if this is required, submit a one-page description of your research plans to the MArch Thesis Coordinator. Personal interviews and photographs of individuals are considered research involving human subjects. Before doing any personal research, refer to the memo "Research Involving Human Subjects" on the Thesis Brightspace site and/or check with the Thesis Coordinator to find out what is required. Failure to obtain permission in advance may disqualify your research. Refer to the Social Sciences & Humanities Research Ethics Board guidelines on the Research Services website: <http://tinyurl.com/dal-research-ethics>.

Full-time Status

A student who has completed all program requirements except Thesis can ask to be classified as a full-time student during a thesis-only term, assuming that s/he will be working full-time on the thesis. Please submit a request to the Graduate Coordinator a month before the term begins. It will be forwarded to the Faculty of Graduate Studies for approval. The incidental fees for that term will be somewhat higher (approximately \$400) but full-time status may have other benefits: e.g., the interest-free period for a government student loan.

Time Limit

All students must spend at least two terms of residence at the school (ARCH 9012 and ARCH 9013) and may continue for up to three additional terms (ARCH 9009) to a maximum of five terms. With the thesis supervisor's approval, residence may include short periods away from the school, as required by the thesis.

Leave of Absence

A leave of absence is permitted only in certain circumstances, described in the Graduate Studies regulations. A discretionary leave is not permitted. A student must maintain continuous registration until graduation from the MArch program.

Thesis Continuation

If your thesis is completed by the last day of a term, you are eligible for the next convocation. If not, you must register again for ARCH 9009: M. Arch Thesis Continuation (and REGN 9999, for thesis-only students) in the following term(s) until your thesis is presented successfully and your report is approved. No thesis activity occurs at the School between the last day of a term and the first day of the next term. Continuing students will return to the School for the next round of thesis examinations in either the winter or summer term. Additional thesis examinations will not be scheduled outside these two dates.

Changes in Supervisor or Advisor

A request for a change must be submitted in writing to the thesis coordinator and approved by the thesis faculty.

Examination Absences

Thesis exams are scheduled near the end of the winter and summer terms. If a supervisor is unable to attend in person, a video link will be arranged. If an advisor is unable to attend, s/he is expected to review the thesis work in advance and leave comments for the rest of the examining committee.

Citations and Copyright

Academic integrity and responsible research require a proper citation of sources. As you gather text, images, or other items - from publications, the Internet, or approved interviews - record complete information about the source. If you decide to include quotations, paraphrases, or images in your thesis report, this information will be required. Images must be attributed to the creator or copyright holder (i.e. not the source from which it was retrieved). Refer to the Thesis Report Guidelines for the types of information that are needed. Because your thesis report will become a public document, you must obtain written permission from the copyright holder if you wish to reproduce over 10% of their publication.

Awards

Graduation awards and thesis prizes are presented at convocation each May. Several students are also invited to prepare a submission for the annual Canadian Architect thesis competition. Students who complete their thesis in summer are considered for graduation awards at the May convocation in the following year.

Equity, Diversity, and Inclusion

The Faculty of Architecture and Planning is committed to recognizing and addressing racism, sexism, xenophobia and other forms of oppression within academia and the professions of architecture and planning. We, the faculty, are working to address issues of historic normalization of oppressive politics, segregation, and community disempowerment, which continues within our disciplines today.

University Policies and Resources

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. See the School's "Academic Regulations" page (tinyurl.com/dal-arch-regulations) for links to university policies and resources:

- Academic integrity
- Accessibility
- Code of student conduct
- Dalhousie University Library
- Diversity and inclusion; culture of respect
- Fair dealing guidelines (copyright)
- Student declaration of absence
- Recognition of Mi'kmaq territory
- Work safety
- Services available to students, including writing support

Dr. Sarah Bonnemaïson Jan 7, 2023 (summer dates revised)