

MArch Thesis 1

ARCH 9014.09 (F 2023)

MArch Thesis 2

ARCH 9015.09 (W 2024)

MArch Thesis Continuation

ARCH 9009.00 (S 2024)

Dalhousie University
School of Architecture



(Images: Mae-ling Lokko, Healing Meadows, 2019-2021; Forensic Architecture, Environmental Racism in Louisiana, 2021; O-Office, Duichan Tea Yards, 2022)

Calendar Descriptions

ARCH 9014.09: MArch Thesis 1

Within a seminar group, each student formulates an architectural hypothesis and explores it through research and creation. The student is expected to develop and demonstrate expertise in the chosen topic. This culminates in a design portfolio and a thesis outline that frames the research and defines an architectural design project for completion in MArch Thesis II. ARCH 9014.09 and ARCH 9015.09 must be completed in consecutive terms.

ARCH 9015.09: MArch Thesis 2

Each student proposes, 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 9014.

ARCH 9009.00: MArch Thesis Continuation

This continuation of ARCH 9015 Thesis 2 is for students who have not completed the thesis in the minimum two terms. The maximum duration of a thesis is five terms, including ARCH 9014.

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. This includes interpreting case studies, developing representational strategies, designing, and exploring the relationship between theory and design in architecture. The hypothesis involves an informed speculation about how a design process can contribute new knowledge to the wider world of theory and practice. A thesis does not require a major departure from your previous work in the School. It may build on the knowledge and skills gained in previous terms to develop a meticulous project that contributes to the discipline.

Research/Design Methods

A design thesis involves several phases: exploring a topic, writing a thesis proposal to demonstrate that the research can be pursued through architectural design, devising a working method, designing a project that convincingly tests the thesis, articulating your findings, and finally writing the Thesis Report, a comprehensive, illustrated essay of 50 or more pages. A provocative idea or polemic can be a strong departure point for a thesis. Urgent contemporary questions about society, culture, and the environment can also be a foundation for an architectural thesis. 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?), speculation (could a combination of a theory, site, program, technology, building type, or poetic intent lead to benefits or discoveries?), or critique (how can the built environment facilitate greater social justice?).

M3 / M4 Terms: Preliminary Thesis Proposal

Overview

Thesis begins in the Fall Term. To prepare for this intensive term, you must start thinking about your project during your work term. Specifically, you will need to answer two questions:

- what is your thesis subject and are you familiar with what's been written in this area of study?
- have you defined a design project through which you can investigate, test, or demonstrate your thesis?

Readings

No thesis exists in a vacuum. Others before you have explored similar topics and their work will provide a theoretical foundation for your own. As a graduate student doing academic research, you are expected to know the fundamental references for your topic, both written and built. Without this intellectual context, your thesis will lack roots and therefore be unlikely to bear fruit. This document presents a curated list of books from which to develop a preliminary research framework for your project. The titles are organized into fields of study that represent some of the most important issues, debates, and challenges in architecture today.

Before you begin M5 in Fall 2023, select 8 titles from this list which are relevant to your topic. Based on your own research, select 7 additional readings—not included in this list—which will allow you to develop a research and design methodology. After completing these 15 readings, produce an annotated reference list. Each entry must:

- Be between 200 and 300 words;
- Critically assess the author's main argument and situate it in relation to your thesis topic;
- Analyze specific aspects of the work that will be important for your research (evidence used, disciplinary framework, omissions in the author's argumentation, etc.)

Precedent Analysis

As an architectural thesis, your project must also be situated in relation to built or unbuilt works of architecture. To help establish your design intentions, select 5 design projects—historical or contemporary, speculative or “real”—that function as references. These precedents can be selected for a wide range of factors: program, material treatment, social engagement, representational strategy, etc. For each precedent, develop a written analysis of approximately 150 words that critically assesses the work in relation to your design ambitions.

Preliminary Thesis Proposal

Your preliminary thesis proposal is due on July 31, 2023. Please email it to the Thesis Coordinator by that date. The document must include the following elements:

- working title
- thesis statement: what you intend to do, why you will do it, and how (150 words)
- site location and base maps/documents
- program description (200-300 words)
- description of the population, community, or users your project will serve (200 – 300 words)
- discussion of how your project engages contemporary issues or debates about the built environment and how it will contribute to architectural discourse (200 – 300 words)
- an annotated reference list of the 15 readings, described above

- a precedent analysis of 5 design projects, described above

This preliminary document will be reworked and augmented during Research Week. The revised version is due on Brightspace's ARCH 9014 page by noon on Sept 5, 2023.

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>.

MArch Thesis 1

ARCH 9014.09 (F 2023)

Credit Hours:	9	
Coordinator:	Michael Faciejew	michael.faciejew@dal.ca
Instructors:	Sarah Bonnemaïson	sarah.bonnemaïson@dal.ca
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	Cristina Verissimo	cristina.verissimo@dal.ca
Course website:	dal.brightspace.com	
Office Hours:	By appointment	

Class Times and Locations:

Sept 6 – 8: 10:00 am – 5:00 pm	Research week
	Location: online
Mondays: 9:30 am – 12:30 pm	Lectures, tutorials, student-led seminars, all-class reviews. See schedule for details.
	Locations: 1202, Exhibition Room, online
Wednesdays/Fridays: 9:30 am – 12:30 pm	Thesis Seminar Groups
	Locations: B102 (CV), 1202 (MF), 1208 (SB), 2135A (BL), 2107 (NS)

Course Description

In Thesis 1, you develop the theoretical and practical circumstances of your thesis through research and creation. The course has three components: framing a topic, developing a thesis, and creating a proposal for an architectural design. The course includes lectures, tutorials, and seminars, which help frame a 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 intersecting research and design. You will develop techniques for setting goals and standards that allow you to 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 in your field of interest. You will then explore a specific aspect of that research field where you understand a significant contribution could be made through design. To report on your findings, you prepare an overview of the relevant literature (i.e., a “literature review”) and you analyze relevant case studies in architecture and design. To establish goals for their design proposal, multiple scales of investigation can be considered: small, medium, large. The thesis’s design goals are achieved by establishing a clear methodology, which allows for a problem to be investigated. As you develop a framework for your thesis:

- ☐ Frame the thesis through its urgency for the discipline.
- ☐ Formulate your ambitions through a set of arguments.
- ☐ Build your argument through architectural means and methods.

- Keep in mind the relationship between research and design.
- Consider your design work to be a testing ground.

The main outcome for the course is a thorough illustrated Thesis Dossier. This dossier synthesizes your findings, builds an argument for a design methodology, and presents a preliminary design outcome. While the design is not yet fully developed, the dossier clearly presents a method for reaching the design objectives. All statements (whether visual or textual) are supported by references and data.

Learning Objectives

- Students will learn how to frame a research question and develop an original research and design methodology
- Students will learn how to productively engage contemporary architectural discourse through creative work and to position their work in relation to urgent architectural issues
- Students will learn to synthesize and critically interpret field-specific literature and case studies
- Students will learn how to independently moderate seminars and discussions
- Students will develop presentation skills by framing their project before groups of various sizes
- Students will develop writing and communication skills by crafting an extensive written document
- Students will develop an independent idea about architecture's place in a broader social, cultural, scientific, and political context

Rationale for the Course

This course prepares students for the completion of their Masters thesis project. It builds on the experience students gained in their preceding three years in all courses from the BEDS and M.Arch programs, allowing them to harness their interests into an independent research project. The course is followed by ARCH 9015: MArch Thesis 2, where students complete an architectural design project responding to the thesis question.

Mode of Interaction

The course is delivered in lectures, tutorials, and seminars. Thesis instructors give lectures and run seminars, and staff from across campus teach tutorials. Students remain with the same seminar instructor throughout the term. Students also lead separate seminars based on their research topics. The core reading list, distributed during the M3/M4 term, provides a foundation for the seminar discussions. The course is taught mostly in-person, including seminars, the B1 Research Charette, the midterm Round Robin Review, and final presentations. Research Week takes place online. See schedule for details.

Weekly Hours

For this 9-credit-hour course, an average of 27 hours per week is expected for all course-related activities, including classes. If most students are spending substantially more time, please notify the instructor.

Additional Academic Support

Students with limited experience writing research papers are **strongly** encouraged to seek the support of the Writing Centre (https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html). The centre offers personalized support for written work through in-person and online appointments.

Attendance

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

Citation Guidelines

All citations should follow the Chicago Manual of Style (author-date system):

<http://tinyurl.com/chicago-quick-guide>.

Academic Integrity

Academic integrity is essential to the completion of this course. Written assignments will be verified using plagiarism software.

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 thorough literature review will help you build your foundation, develop your argument, and situate it in terms of other architects or theorists. Your work should be a clear contribution to your chosen field of investigation—you are adding something to the conversation that other thinkers may not have considered.
- Analyze architectural precedents relevant to your topic. An in-depth analysis of relevant 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.
- Assess the interdisciplinary connections for your project. What non-architectural expertise does your approach rely on, and how can design contribute to knowledge in other fields?
- Be explicit about the (social, cultural, scientific, political) urgency of the proposal. Why does your project matter?

2. Formulate a hypothesis and a design method

- A hypothesis is a starting point for further investigation. As you collect evidence and start the design, project a potential outcome that responds to the issues raised by your thesis.
- Develop a clear method for your design work. A method is an experimental framework that allows for an idea to be tested. A well-developed method can potentially be transposed or translated to other relevant situations, allowing for other design outcomes. As an experimental framework, a method can also fail, leading to an unexpected or undesirable outcome.
- Harness expertise. If your thesis relies on knowledge from specific experts or members of the community, forge those connections early on.
- As you refine the method and develop the design, your hypothesis may also evolve and become more focused, eventually leading to a thesis statement.

3. Advance your research through design.

- Set clear parameters for the design project, which may include site, program, use, user groups, material performance, aesthetic qualities, application, etc.
- Set clear goals for the design proposal. Keep in mind what is being tested and what outcomes you are working toward. A good design method leads to a plan of action where every piece builds on another.

- Develop your research through design tools. Drawing, modeling, programming, diagramming, and other techniques should be central to your project's development from the beginning.
- Document and organize your work. Over the course of the term, systematically develop your thesis argument through research and design. Set clear objectives for a series of experiments and studies that will test your thesis question. Organize your textual, visual, and three-dimensional work as part of the Thesis Dossier that will be submitted at the end of the term. As a living document, the Dossier can include running commentary that discusses achievements, failures, reflections on your method, or modifications to the project framework.

Thesis 1 Assignments

1. Revised Preliminary Thesis Proposal

Use the knowledge gained during Research Week to clarify your Preliminary Thesis Proposal. Assignment description on pages 3-4 of this document.

Format: PDF 8.5" x 11" portrait.

Submission: Upload on Brightspace in the Assignment folder labelled "Preliminary." PDFs should be at most 10 Mb.

2. Thesis Dossier

The Thesis Dossier is the primary assignment for Thesis 1. It establishes a clear framework for your architectural thesis, combining research and design work. The Dossier brings together text and images to situate your research, present your argument, and explore design research and design studies. The document itself can be designed and laid out in the way that best communicates your thesis. Your document's format and design can be discussed with your seminar instructor.

The Thesis Dossier is also the foundation for the Thesis Report, which will be completed in the Winter term. Keep in mind that the Thesis Report follows strict formatting guidelines. The work produced in the fall term will eventually have to be formatted based on these university standards, which will be discussed in a workshop.

The following content should be included in the Dossier:

a) Front Matter

- Name, course number, date
- Title/subtitle (max. 8 words)
- Abstract (max 150 words)
- Keywords describing the scope of the project (max. 5)
- Table of contents

b) Introduction

- Statement of the problem, question, or challenge
- Hypothesis of what you are arguing and proposing

c) Literature Review

Situate the problem, hypothesis, and method in the discipline. Engage the issues theoretically and critically to establish why the hypothesis is important. The literature review clarifies the contribution of the thesis to the discipline. It identifies a gap in existing knowledge, and creates a space for your thesis to fill that gap.

d) Analysis of Research

The report can be broken down into subsections that frame your argument and design proposal. These subsections can account for the multiple research fields encompassed by your thesis. For example, if your thesis is concerned with intergenerational social housing, you may have a subsection on the relationship between architecture and Canadian housing policy and another that performs spatial analysis of literature on intergenerational living. Or, if your thesis looks at bioplastics in architecture, you may have a theoretical subsection that rethinks architecture's relationship to natural building materials and another that discusses the limitations of contemporary bioplastic applications to construction. Other projects may require subsections that clearly frame their sites through the thesis question or frame the representational issues addressed in the hypothesis. This analysis is essentially a roadmap for your method. The subsections collect the necessary information and data to inform a design investigation.

Your research, analysis, and synthesis should be textual and visual. Include analytical maps and interpretive diagrams. Case studies and precedents should be woven into a clear argument. Be precise and concise: include only what is necessary to understand your design direction.

e) Method

The method for the design project should be clearly identified. This part of your dossier outlines the experimental framework for testing your hypothesis. What steps will you take to develop your project, and how were these steps generated? Discuss the significance of this method in relation to what others are currently doing in the discipline.

f) Design Studies and Proposal

The design studies and proposal are architectural responses to the research framework outlined in the previous sections. These are investigations that mobilize your method within the parameters of your design project. Although the design studies can be discussed separately, they would ideally be incorporated into the research subsections discussed above. In either case, the relationship between research and design should be clear, and the thesis problem laid out in textual form should correspond clearly to the architectural proposal.

g) Conclusion and Work Plan

The Thesis Dossier concludes by explaining how the design outcomes respond to the thesis question and how they can lead to a complete design project. Not all experiments will have been fruitful, and a reflection on method and approach can clarify next steps for the project. Synthesizing the research and design work that took place throughout the term, you establish a clear design brief and project objectives that will be developed in the coming months. Set up a clear work plan for the interim period and the winter term, including activities, schedule, and expected outcomes. Map out the phases of your design work and your deliverables.

h) References

Reference list of cited works and images. Please refer to the Chicago Manual of Style: <https://tinyurl.com/chicago-author-date-full>.

i) Appendices

If necessary, you may include relevant research materials in an appendix. Examples include an annotated reference list, interviews, larger data sets and summaries, background material on your site and program, additional photographic documentation, etc.

Format: PDF. The formatting and layout for the Thesis Dossier is decided by the student and approved by the seminar instructor.

The target word count for the Dossier is approximately 5,000-6,000 words. This is a substantial research document that provides a complete and synthetic framework for your project. The document should be richly illustrated with original diagrams, drawings, photographs, and design investigations.

Submission: There are two submissions for the Thesis Dossier. The midterm submission may be an extended outline in point form but should include all the required components. The final submission must be complete and carefully edited. Submissions are made on Brightspace in the corresponding Assignment folders. PDFs should be at most 20 Mb. See the "Thesis Report Guidelines" for tips on file management to keep file sizes small.

3. Thesis Presentation

The thesis presentation frames the argument of your thesis and situates the urgency for your project. You use narrative and images to synthetically describe your hypothesis, method, and anticipated outcome.

As you develop your presentation, keep in mind potential thesis supervisors. Before this presentation, you will have submitted three supervisor choices. The faculty will work together to generate the best match for M6 thesis committees. Meetings with the student, M5 instructor, and M6 supervisor will be arranged in the following weeks.

Format: Five-minute presentation with 10-15 slides. Audience questions and comments will follow.

Submission: After incorporating the feedback you received during the presentation, submit an illustrated script (750 words and 10-15 images) in PDF format on Brightspace in the corresponding Assignment folder. PDFs should be at most 10 Mb.

4. Design Outcome

The term culminates in a preliminary design review. The design outcome need not be a resolved building, but a clear strategy for moving forward with the design project. Each student will define the nature of this design experiment based on their project parameters with the help of the seminar instructor.

Format: Exhibition. Each student has a 2 ft-wide and 8 ft-high area in the Exhibition Room, which they can use in the manner that best represents their investigation.

Submission: Compile a PDF of the Design Outcome materials and submit on Brightspace in the corresponding Assignment folder. PDFs should be at most 10 Mb.

5. Seminar Leadership

Each student leads a seminar based on their research topic. The goal is to explore theoretical ideas that will help advance the thesis and frame a mode of inquiry in a supportive and intellectually safe environment. Each student selects one or two scholarly sources that are relevant to their research topic (book chapter, journal article, etc.) to orient the discussion. Total readings should not exceed 40 pages per seminar. Because this component of the course is self-organized and does not directly involve the instructor, please follow these guidelines:

- The seminar leader must post their reading(s) on Brightspace (in the seminar group's dedicated Discussion Forum) at least one week prior to the seminar date;
- Each seminar participant must post a reading response or discussion question on Brightspace (in the seminar group's dedicated Discussion Forum) at least 24 hours before the seminar;
- The seminar leader crafts an introduction to the seminar, which responds to the main issues raised in the reading(s) and proposes discussion questions about the topic (approximately 5 minutes);
- The seminar leader moderates the discussion, keeping in mind the responses and discussion questions submitted by the other seminar participants;
- The seminar leader may supplement the discussion with additional precedents or visual material.
- Seminar participation and leadership are evaluated by the students. Each student completes an evaluation sheet for the seminar and submits a pdf on Brightspace in the Assignments tab, under "Student-led Seminar Leadership – Submissions." When you submit the evaluation, include the name of the presenter at the end of the filename, e.g.: Peer Evaluation_Faciejew.pdf
- The seminar leader records attendance and posts the attendance sheet on Brightspace in the Assignments tab, under "Student-led Seminar Leadership – Submissions."

Format: Seminar discussion. 1 hour per student topic.

Please note that, although this outline provisionally identifies times for the student-led seminars during class times, each M5 instructor may propose an alternative schedule. Each individual instructor will confirm the schedule for student-led seminars in their group.

Submission: Seminar evaluations are to be submitted on Brightspace in the corresponding Assignment folder. Please complete these within a day of the seminar taking place.

Detailed Schedule (Fall 2023)

Blue = Lecture, tutorial, workshop

Orange = Instructor-led seminar

Yellow = Student-led seminar

Pink = Submission

Purple = Review, Presentation

Green = B1/M5 Shared Event

Week	Date	Activity
0	Sept 6 – 8 (Wed – Fr)	10 am – 5:15 pm, online Course Introduction and Research Week This intensive set of lectures, tutorials, and workshops will help you learn about design research tools and methods and apply them to your thesis topic. See the detailed schedule on Brightspace.
1	Sept 11 (M)	9:30 am in Room 1202. Lecture: “Introduction to First assignment: The Epistemic Object.” Michael Faciejew
		10:30 am in Room 1202 Organize student-led seminars. Michael Faciejew In their respective seminar groups, students organize the seminars that will take place over the course of the term (see schedule). Each student will select a date to lead a seminar, based on a reading that will help frame their thesis. Please communicate the schedule to the coordinator. Seminar leaders are responsible for ensuring their classmates know what reading(s) to review for their seminar.
		11:30 am – 12:20 pm in Room 1202 Tutorial: “Setting yourself up for successful research.” Susanne Marshall. This tutorial will cover how to effectively organize your readings, notes, data, and findings.
		DUE @ 5 pm: Revised Preliminary Thesis Proposal Upload PDF to Brightspace. See assignment instructions above.
2	Sept 13 (W) Sept 15 (F)	9:30 am – 12:30 pm Seminars 1 & 2 with tutor For your first seminar meetings with your tutor, come prepared to present your Preliminary Thesis Proposal (revised during Research Week) and a “mind map”.
	Sept 18 (M)	9:30 – 11:00 am in Room 1202 Tutorial: “Social Data.” Julie Marcoux.
		11:30 am – 12:30 pm at location of your choice Student-led seminar 1
	Sept 20 (W)	9:30 am – 12:30 pm Seminar 3 with tutor
		1:00 – 2:30 pm in Room B316 of B Building (Engineering), Sexton Campus Tutorial: “Working with GIS.” Jennifer Strang. Note: This is an additional tutorial taking place during lunchtime on this Wednesday due to limited computer lab availability during regular course hours.

	Sept 22 (F)	9:30 am – 12:30 pm Seminar 4 with tutor
3	Sept 25 (M)	9:30 – 11:30 am, Exhibition Room Exhibit and Workshop: The Epistemic Object In small groups, students discuss their Epistemic Object assignment. This is a process review that engages questions of method. M5 Thesis instructors and faculty members will be invited to participate.
		11:30 am – 12:30 pm at location of your choice Student-led seminar 2
	Sept 27 (W)	9:30 am – 12:30 pm Seminar 5 with tutor
	Sept 29 (F)	9:30 am – 12:30 pm Seminar 6 with tutor
4	Oct 2 (M)	Truth and Reconciliation Day – no class
	Oct 4 (W)	9:30 – 11:30 am Seminar 7 with tutor
		11:30 am – 12:30 pm at location of your choice Student-led seminar 3
	Oct 6 (F)	9:30 am – 12:30 pm Seminar 8 with tutor Preparation for B1 research charrette: 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?
5	Oct 9 (M)	Thanksgiving – no class
	Oct 10 (T)	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. These relationships often lead to long-term peer engagement. 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.
	Oct 11 (W)	9:30 – 10:50 am, location TBD Workshop: “Developing an outline to build an argument.” Susanne Marshall
		11:30 am – 12:30 pm at location of your choice Student-led seminar 4

	Oct 13 (F)	9:30 am – 12:30 pm Seminar 9 with tutor
6	Oct 16 (M)	9:30 – 11:20 am in Ex Rm. Round Robin Review of your research findings & design work. 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, Epistemic Object, charette results, augmented maps, program diagrams ...). 11:30 am – 12:30 pm at location of your choice Student-led seminar 5 DUE @ 5pm: Thesis Dossier Outline The midterm submission is an extended outline that includes all the required components of the final submission. This outline is the backbone of the Thesis Presentation that will take place in November. Include a revised thesis statement and hypothesis. Upload as a PDF to Brightspace.
	Oct 17 (T)	2:00 – 5:00 pm in Ex Rm Round Robin Review of B1 Room in the City - Design
	Oct 18 (W)	9:30 am – 12:20 pm Seminar 10 with tutor
	Oct 20 (F)	9:30 am – 12:30 pm Seminar 11 with tutor
7	Oct 23 (M)	9:30 – 11 am in Room 1202 Tutorial: "Developing a narrative." Michael Faciejew. This tutorial covers how to use words and images effectively in the Thesis Presentation and Thesis Dossier. 11:30 am – 12:30 pm at location of your choice Student-led seminar 6
	Oct 25 (W)	9:30 – 11:30 am Seminar 12 with tutor 11:30 am – 12:30 pm at location of your choice Student-led seminar 7
	Oct 27 (F)	9:30 am – 12:30 pm Seminar 13 with tutor For this seminar, M5 Thesis instructors rotate sections.
	Oct 30 (M)	9:30 – 10:45 am in Room 1202 Lecture: "Design as Research / Design Outcome." Michael Faciejew Tutorial: Introduction to Thesis Report Formatting. Steve Parcell

		11:30 am – 12:30 pm at location of your choice Student-led seminar 8
		DUE @ 12 pm: Supervisor Choices E-mail the M5 Thesis coordinator your top 3 choices for supervisor (ranked first, second, and third). In the email's subject heading, please state: "ARCH 9014: Thesis Supervisor Choices"
	Nov 1 (W)	9:30 – 12:20 pm Seminar 14 with tutor
	Nov 3 (F)	9:30 am – 12:30 pm Seminar 15 with tutor
9	Nov 6 (M)	DUE @ 8:30 am: Presentation Slideshow and Pinup Upload your complete presentation slideshow as a PDF to Brightspace by Monday November 6 at 8:30 am. Print and pin up a summary of your thesis work in the Exhibition Room. For ease of printing and setup, the format is restricted to 11"x17" sheets in a 2-ft vertical band.
		9:30 am – 12:30 pm Ex Rm Thesis Proposal Presentations 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 a data projector and screen. Audience questions and comments will follow. Students may record the conversation.
	Nov 8 (W)	9:30 am – 12:30 pm Ex Rm Thesis Proposal Presentations, cont.
	Nov 10 (F)	9:30 am – 12:30 pm Ex Rm Thesis Proposal Presentations, cont.
		DUE @ 5 pm: Thesis Presentation (PDF) After incorporating the feedback you received during your presentation, please upload an illustrated narrative of your presentation to Brightspace in PDF format. Include the title and a 150-word thesis statement, along with your slides and commentary from the presentation. Be sure to show how your thesis will be advanced through a well-conceived method. Clarify program, site strategy, and design goals as needed.
10	13 - 17 Nov	Study Break
11	Nov 20 (M)	9:30 – 10:50 am in Room 1202 Workshop: "The Reverse Outline." Susanne Marshall This workshop looks at the method of "reverse outlining" to synthesize and make sense of the work you have done throughout the term. Bring a hard copy of your dossier so that you can mark up the document.
		11:30 am – 12:30 pm at location of your choice Student-led seminar 9

	Nov 22 (W)	9:30 – 11:20 am Seminar 16 with tutor
	Nov 24 (F)	9:30 am – 12:30 pm Seminar 17 with tutor
12	Nov 27 (M)	9:30 – 11:20 am in Room 1202 Workshop: Design Outcome as Proof of Methodology. Michael Faciejew SLEQ Completion.
		11:30 am – 12:30 pm at location of your choice Student-led seminar 10
	Nov 29 (W)	9:30 am – 12:30 pm, Ex Rm Design Outcome Reviews This exhibition and review is an opportunity for the whole school to see thesis design work in development. Reviews for all five groups will take place in parallel. The M2 class and other faculty members will be invited as guest reviewers. Format: Pin-up will be limited to a 24" wide space. Pin-up your title, abstract, and name in addition to your design work.
		DUE @ 5 pm: Design Outcome documentation. Upload a PDF documenting your work to Brightspace. Maximum file size is 10 Mb.
	Dec 1 (F)	DUE @ 5 pm: Final Thesis Dossier Upload a PDF to Brightspace. For required content, see the assignment description above.
13	Dec 4 (M)	10:00 – 11:20 am in Room 1202 Tutorial: "Thesis Report Formatting." Steve Parcell Please download the format checklist page from the Thesis Report Guidelines on Brightspace. 11:30 – 12:30 pm in Room 1202 Discussion: "Next Steps." All M5 Thesis instructors.
	Dec 4 – 8 (M – F)	Hand-over meetings Please arrange a meeting with your M5 instructor and M6 thesis supervisor for this week. Share your Thesis Dossier with your supervisor in advance.
14	Dec 15 (F)	"Setting up the Thesis": M5 Faculty meet with M2 students

Schedule At-a-Glance

Please note that the schedule for student-led seminars will vary from group to group. Each seminar instructor will confirm the schedule for their seminars.

Week	Date	Lectures, Tutorials, Workshops	Instructor-led Seminars	Student-led Seminars	Reviews, Presentations, Activities	Submissions
0	Sept 6 - 8	Research Week				
1	Sept 11 (M)	Lecture: First Assignment (MF) Tutorial: Research (SM)				Revised Preliminary Thesis Proposal (10%)
	Sept 13 (W)		Sem. 1			
	Sept 15 (F)		Sem. 2			
2	Sept 18 (M)	Tutorial: Social Data		Sem.1		
	Sept 20 (W)	Tutorial: Working with GIS	Sem. 3			
	Sept 22 (F)		Sem. 4			
3	Sept 25 (M)	Workshop: The Epistemic Object (MF)		Sem. 2	Exhibition: The Epistemic Object	
	Sept 27 (W)		Sem. 5			
	Sept 29 (F)		Sem. 6			
4	Oct 2 (M)	Truth and Reconciliation Day – no class				
	Oct 4 (W)		Sem. 7	Sem. 3		
	Oct 6 (F)		Sem. 8			
5	Oct 9 (M)	Thanksgiving – no class				
	Oct 10 (T)				Research Charrette with B1 students	
	Oct 11 (W)	Workshop: Outline (SM)		Sem. 4		
	Oct 13 (F)		Sem. 9			
6	Oct 16 (M)			Sem. 5	Thesis Round Robin	Thesis Dossier Outline (15%)
	Oct 17 (T)				B1 Round Robin	
	Oct 18 (W)		Sem. 10			
	Oct 20 (F)		Sem. 11			
7	Oct 23 (M)	Tutorial: Narrative (MF)		Sem. 6		
	Oct 25 (W)		Sem. 12	Sem. 7		
	Oct 27 (F)		Sem. 13 (instructors rotate sections)			
8	Oct 30 (M)	Lecture: Design as Research (MF) / Formatting (SP)		Sem. 8		Supervisor Choices
	Nov 1 (W)		Sem. 14			
	Nov 3 (F)		Sem. 15			
9	Nov 6 - 10	Thesis Proposal Presentations				
	Nov 6 (M)					Presentation Slideshow
	Nov 10 (F)					Thesis Presentation (15%)
10	Nov 13-17	Study Break – no class				
11	Nov 20 (M)	Workshop: Reverse Outline (SM)		Sem. 9		
	Nov 22 (W)		Sem. 16			
	Nov 24 (F)		Sem. 17			
12	Nov 27 (M)	Workshop: Design Outcome (MF)		Sem. 10		
	Nov 29 (W)				Design Outcome Reviews (all thesis instructors)	Design Outcome Documentation (10%)
	Dec 1 (F)					Final Thesis Dossier (35%)
13	Dec 4 (M)	Tutorial: Formatting (SP) Discussion: Next Steps (all thesis instructors)				
	Dec 4 - 8	Hand-Over Meetings				

Assignment Weighting

10%	Revised Preliminary Thesis Proposal
15%	Midterm: Thesis Dossier Outline
15%	Thesis Presentation and Presentation Submission (750 words and 10 images)
5%	Student-led seminar leadership
10%	Participation in instructor-led and student-led seminars
10%	Design Outcome
35%	Final Thesis Dossier

Feedback on Assignments

Seminar instructors 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.

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

Thesis Dossier and Thesis Presentation. Seminar instructors will provide a grade and written feedback on these assignments, using the assignment rubrics. This feedback will be provided within 7 weekdays of the submission. Seminar instructors 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 instructor for this purpose.

Student-led Seminar. Seminar leaders are peer-evaluated to get feedback on their performance. The grade for this assignment will be the average of the peer evaluations. Fillable forms for the leadership assessment are available on Brightspace.

References

Introduction to Research Ethics: This recorded lunch and learn presentation covers the basics of research ethics, how to design a study, and how to prepare for ethics review.
<https://dal.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=4c68cf2d-6b1a-4d3d-af61-b04d01157006>

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 with the Architecture subject guide for the Sexton Library: <http://tinyurl.com/sexton-library>. Novanet, Dalhousie Libraries' search engine, provides access to a range of physical and online resources, including JSTOR and other journal databases.

Progress into Thesis II

Clear sailing. A final grade of B and above indicates that you are prepared to proceed to Thesis 2 and have met the following expectations:

- ☐ you have established a thesis that contributes to the discipline;
- ☐ you are well versed in the intellectual context of your topic and have demonstrated how your investigation can contribute to it;
- ☐ you have convincingly synthesized your research and developed a clear method to proceed with your thesis; and
- ☐ you have identified clear design goals that address the issues you have set out to investigate.

Marginal Pass. A grade of B- is a passing grade but it shows a real concern about your ability to do well in Thesis 2, since the winter term requires you to be much more self-reliant. Please discuss your work plan with the Thesis Coordinator, M6 supervisor, and/or the Graduate Coordinator.

Failing Thesis 1. In graduate programs at Dalhousie, a grade below B- is a failing grade. If you receive a failing grade for ARCH 9014, you are not eligible to proceed into ARCH 9015 MArch Thesis 2 in the winter term, and must drop the course. At the end of the fall term, please meet with the Graduate Coordinator to discuss the best way to complete the M.Arch program. Returning the following fall to retake Thesis 1 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 five rubrics for the term: Preliminary Thesis Proposal, Thesis Dossier, Thesis Proposal Presentation, Design Outcome, and Peer Evaluation of Seminar Leadership.

Revised Preliminary Thesis Proposal (10% of final mark)

	D	C	B	B+ / A-	A	A+
THESIS STATEMENT 20% 150-word statement describing what you intend to do	Statement has serious shortcomings; it lacks originality and clarity. The project has no probability of contributing to the field.	Statement lacks originality and the project has a low probability of contributing to the field. The statement does not adequately describe the project's urgency or how it will be developed.	Statement lacks originality and clarity. The project's contribution to the field is uncertain. The statement lacks a compelling element.	Statement is somewhat original but lacks some clarity. The project's contribution to the field could be refined. Two elements could have been better described or developed.	Statement is original and clear. It convincingly explains the project's contribution to the field and how it will be developed. One element could be better described.	Statement is extremely original and clear. It explains the project's urgency and convincingly describes how it will be developed.
SITE/PROGRAM/POPULATION 30% Documentation and description of site, program, and population served in the project	Site, program, and population research has no probability of contributing to the project's aims. There are serious shortcomings in one or more critical elements.	Site, program, and population research is poorly framed in relation to the project's aims. Concerns exist regarding a least two elements.	Site, program, and population research is only partially contributing to the project's aims. Concerns exist regarding one element.	Site, program, and population research is adequately situated in relation to the project's aims. At least two elements could have been better described/ developed.	Site, program, and population research is well framed in relation to the project's aims. One element could be better described or developed.	Site, program, and population research is well framed in relation to the project's aims. The description and analysis are clear and timely.
FRAMING OF PROJECT 10% Discussion of how the project engages contemporary issues about the built environment	The project does not engage important issues in contemporary architectural discourse. There are serious shortcomings in one or more critical elements.	The project only tangentially engages issues in contemporary architectural discourse. Alternately, the project's engagement lacks a coherent approach.	The project engages issues in contemporary architectural discourse, but some aspects lack coherence or clarity.	The project's engagement with contemporary architectural discourse is somewhat original. Two elements could be better described or developed.	The project's engagement with contemporary architectural discourse is thorough and original. One element could be better described or developed.	The project's engagement with contemporary architectural discourse is thorough and extremely original.
PRECEDENT ANALYSIS 10% Analysis of 5 design projects related to the thesis	The analysis of five projects does not contribute to the project's aims. There are serious shortcomings in one or more critical elements.	The analysis of five projects is incomplete. The selected projects are not entirely relevant to the project's aims.	The analysis of five projects lacks thoroughness. Several aspects relevant to the project are unexplored.	The analysis of five projects is somewhat thorough. Two aspects could be better described or developed.	The analysis of five projects is meticulous and analytic. One aspect could be better described or developed.	The analysis of five projects is meticulous and analytic. All precedents are relevant for the project's aims.
ANNOTATED REFERENCE LIST 30% Discussion of 15 readings	The reference list is unclear and the comments on the readings are brief or missing. There are serious shortcomings in one or more critical elements.	The reference list discusses too few readings. The comments are generic and do not relate to the thesis goals. Concerns exist regarding several titles.	The analysis of 15 references has been completed, but several titles may not relate to the thesis.	The reference list is coherent. The analysis assesses the literature in relation to the thesis topic, but several aspects could be better developed. Two titles are not relevant to the thesis.	The reference list is thoroughly analyzed and coherent. The analysis critically assesses the literature in relation to the thesis topic. One or two titles could have been further developed.	The reference list is thoroughly analyzed and coherent. The analysis critically assesses the literature in relation to the thesis topic. All titles are appropriate.

Midterm Outline and Final Thesis Dossier (15% / 35% of final mark)

	D	C	B	B+/A-	A	A+
THESIS PROPOSAL (THE "IDEA") 10% Includes: contribution to the discipline, imagination, originality.	Proposal has no probability of contribution to the field. There are serious shortcomings in one or more critical elements.	Proposal has low probability of 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 field. At least two elements could have been better described/developed.	Proposal is original, innovative and will contribute to 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 and well defined.
FRAMING IN THE DISCIPLINE 30% Theoretical engagement with literature, practical engagement with case studies and precedents.	Thesis is not framed with relevant literature and precedents. There are serious shortcomings in one or more critical elements.	Thesis is poorly framed in terms of relevant literature and precedents. Inappropriate or outdated references. Concerns exist regarding at least two elements.	Thesis is partially framed with relevant literature and precedents. Concerns exist regarding one element.	Thesis is adequately situated in the discipline using relevant literature and precedents. At least two elements could have been better developed.	Thesis is clearly situated in the discipline using relevant literature and precedents. One element could have been better developed.	Thesis is very well framed using literature and precedents. References are significant and meticulously analyzed in relation to the thesis objectives.
DEMONSTRABILITY THROUGH DESIGN 30% Includes: design parameters (e.g. site & program), design investigations	It is unclear how the thesis will be investigated through architectural design methods. There are serious shortcomings in one or more critical elements.	Design parameters are poorly defined and will not advance the thesis. More than one project parameter is lacking. There is little evidence of design exploration.	Design parameters are partially defined to advance the thesis. One design parameter is lacking. There is somewhat of a misalignment between the design outcomes and the thesis aims.	Design parameters are adequately defined to advance the thesis, although some could have been further developed. The design investigations require some clarification in relation to the thesis aims.	Design parameters are mostly well defined to advance the thesis. Preliminary design investigations show promise, but could be further developed.	Design parameters are well defined to advance the thesis. Preliminary design investigations show great promise to produce an original outcome.
METHOD & WORK PLAN 30% Includes: description of objectives, clear elaboration of methodology, analysis of design outcomes in relation to methodology, definition of deliverables	Objectives are unclear and the project is unlikely to succeed. There are few or no reflections on methodology. 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 more than one element.	Objectives are identified, but the instructor has doubts that they will be met. Reflections on the relation between method and design outcomes are lacking. Concerns exist regarding one element.	Objectives are relatively well defined and the project is likely to succeed. The methodology may require further clarification in relation to the expected outcomes. The work plan is mostly coherent. One or two elements could be better developed.	Objectives are clearly defined and the project is likely to succeed. The methodology is rigorous although one aspect may need clarification. There is thoughtful reflection on the relationship between methods and design outcomes. The work plan is coherent.	Objectives are clearly defined and the project is likely to succeed. The methodology is rigorous and clear. There is ample reflection on the relationship between methods and design outcomes. The work plan is coherent and realistic.

Thesis Proposal Presentation (15% of final mark)

	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 gaps and digressions.	Script has a narrative arc to explain the thesis. Points are generally related, but some aspects lack clarity.	Script has a clear narrative arc to explain the thesis. Most points are relevant and advance the argument.	Script has a compelling narrative arc. Each point significantly advances the argument.
COMPLEMENTARY NARRATIVE AND VISUALS 25%	The narrative and visual images do not explain the thesis. Text and images have little relation to each other.	Narrative and images are often disconnected. There are many gaps or unclear points.	Narrative and images somewhat work together to advance the argument, but several elements are unclear.	Narrative and images generally work together to advance the argument, but are occasionally redundant or unclear.	Narrative and images work together well to advance the argument.	Narrative and 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. Some are more analytical and synthetic than others.	Thesis concepts are well communicated with analytical and synthetic images.	Complex ideas are clearly & effectively communicated with analytical and synthetic images.
EVIDENCE, ARGUMENT, METHOD 25%	The thesis is supported by personal feelings and opinions and lacks evidence for its claims. There is no methodological statement.	The thesis occasionally uses evidence to ground its claims, but several aspects are unclear. A methodology is not laid out to support the thesis argument or objectives.	The thesis generally uses evidence to ground its claims, but concerns exist about several points. The project's methodology is not clearly explained.	The thesis uses evidence to ground its claims, but concerns exist about one or two points. A methodology is discussed but some clarification is required in relation to the thesis objectives.	The thesis is well supported by the assembled evidence. A methodology is meticulously laid out in relation to the thesis objectives.	The thesis uses evidence very convincingly to support its argument and findings. A methodology is meticulously laid out in relation to the thesis objectives.

Design Outcome (10% of final mark)

	D	C	B	B+/A-	A	A+
METHOD 25%	The design does not motivate a methodological component. There are serious shortcomings to the design.	The design outcome does not result from a clear methodology. Design is not motivated as a research tool and does not reflect a clear objective.	The design outcome has some methodological implications, but there are gaps in its construction. The objective of the design investigation lacks clarity.	The design outcome is motivated by an understanding of design as research. The methodology is well constructed, but the objective may require some clarification in relation to the thesis's complexity.	The design outcome is a strong motivation of design as research. The design results from a carefully constructed methodology. Its execution responds to a clear objective while addressing the thesis's complexity.	The design outcome is an exemplary motivation of design as research. The design results from a meticulously constructed methodology. Its execution responds to a clear objective while addressing the thesis's complexity.
RELEVANCE AND KNOWLEDGE 25%	The design does not address the thesis question. The design is seriously underdeveloped or does not contribute to the field of inquiry.	The design minimally contributes to the issues laid out in the thesis research. The design and methodology are imprecisely framed, and their argumentative purpose are unclear. The design investigation does not produce useful knowledge for shaping the thesis.	The design contributes somewhat to the issues laid out in the thesis research. The framing of the design and methodology is somewhat lacking, and the argumentative purpose may be unclear. It is uncertain if the design produces useful knowledge for shaping the thesis.	The design contributes well to the issues laid out in the thesis research. The design and methodology may be clearly framed in the field of inquiry, but their argumentative purpose may be unclear. The design investigation produces mostly useful knowledge for shaping the thesis.	The design responds generatively to the issues laid out in the thesis research. The design and methodology are clearly framed in the field of inquiry and contribute to the argument. The design investigations produce useful evidence and knowledge for shaping the thesis.	The design makes an exceptional contribution to the issues laid out in the thesis research. The design and methodology are clearly framed in the field of inquiry and contribute to the argument. The design investigations produce useful evidence and knowledge for shaping the thesis.
ORIGINALITY 25%	The design investigation is highly redundant with other approaches in the field of investigation.	The design investigation is not original. It does not distinguish itself from other work taking place in the field of investigation.	The design investigation is only somewhat original. It repeats well-known approaches in the field of investigation.	The design investigation has some original qualities, but it is mostly modeled on similar cases in the field of investigation.	The design investigation is highly original. It distinguishes itself from other approaches and precedents in the field of investigation.	The design investigation is exceptionally innovative. It distinguishes itself from other approaches and precedents in the field of investigation.
SKILL, CRAFT, REPRESENTATION 25%	The design outcome is carelessly put together or undeveloped. Little care was put into the project's oral, material, and visual communication.	The design outcome is clumsily put together. The project's oral, material, and visual communication are lacking.	The design outcome is only somewhat well put together. The project's oral, material, and visual communication are lacking or unclear.	The design outcome is thoughtfully put together. The project's oral, material, and visual communication are engaging, but one aspect may be lacking.	The design outcome is meticulously put together. The project's oral, material, and visual communication are engaging.	The design outcome is meticulously put together. The project's oral, material, and visual communication are engaging and delightful.

Peer Evaluation of Seminar Leadership rubric (5% of final mark)

	1 point	2 points	3 points
INTRODUCTION AND FRAMING	<input type="checkbox"/> The seminar leader's introduction was not coherent and did not help frame key issues from the reading.	<input type="checkbox"/> The seminar leader's introduction was adequate, although it merely summarized the reading. Few original interpretations were provided.	<input type="checkbox"/> The seminar leader prepared a meticulous introduction to the seminar which reflected on the main issues discussed in the readings. The leader's framing went beyond a summary of the reading; it problematized key points and provided original interpretations and questions.
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 a	<input type="checkbox"/> The seminar leader was punctual, but the discussion was slow to start. Alternately, the leader may have ended the session early.	<input type="checkbox"/> The seminar leader started the discussion on time. The full session time was used for the discussion. All readings received attention.
COMPREHENSION	<input type="checkbox"/> The seminar leader had trouble discussing the main points of the reading(s). Some confusion was evident.	<input type="checkbox"/> The seminar leader expressed a solid understanding of key points during the discussion. The leader had some difficulty linking students' comments to a broader interpretation of the issues raised in the reading. The seminar leader may have had difficulty bringing in relevant texts, references, or projects.	<input type="checkbox"/> The seminar leader demonstrated a strong comprehension of key points during the discussion. The seminar leader was able to clearly articulate their interpretation of issues in relation to other students' commentary. The seminar leader was able to relate points to additional texts, references, or projects beyond the reading(s).
CRITICAL EVALUATION OF THE TEXT	<input type="checkbox"/> The seminar leader did not analyze or address the stylistic qualities of the reading.	<input type="checkbox"/> The seminar leader addressed some of the stylistic qualities of the articles, but critical interpretation was lacking	<input type="checkbox"/> The seminar 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.
DISCUSSION FLOW AND MODERATION	<input type="checkbox"/> The leader read from the prepared questions in an uninteresting manner. The leader did not address many of the questions and comments submitted by participants prior to the seminar. There were few attempts to build on the points raised by seminar participants. The seminar leader struggled to maintain the flow of the discussion or may have run out of discussion material.	<input type="checkbox"/> The seminar leader addressed most or all of the questions and comments submitted by participants prior to the seminar, but the conversation veered off topic at times. Not all members were invited to participate in equal manner (keeping in mind that participants also bear responsibility for engaging in the conversation).	<input type="checkbox"/> The seminar leader carefully addressed most or all of the questions and comments submitted by participants prior to the seminar. The seminar leader carefully moderated the discussion and made sure that the conversation stayed focused on the issues raised in the readings. All members were invited to participate in equal manner.

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><tr><th>Descriptor</th><th>%</th><th>Letter Grade</th></tr><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></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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Inadequate	0-49%	F																																											
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 are absent from the university for up to three days due to illness or an 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><tr><th>Assignment</th><th>Due date</th><th>Is an SDA accepted ?</th><th>Is late work accepted?</th><th>Deduction per weekday for late assignments</th></tr><tr><td>1. Revised Preliminary Thesis Proposal</td><td>Sept 11</td><td>yes</td><td>yes</td><td>3%</td></tr><tr><td>2. Midterm Thesis Dossier Outline</td><td>Oct 16</td><td>yes</td><td>yes</td><td>3%</td></tr><tr><td>3. Thesis Presentation</td><td>Nov 6 - 10</td><td>no</td><td>no</td><td>—</td></tr><tr><td>4. Presentation Submission</td><td>Nov 10</td><td>yes</td><td>yes</td><td>3%</td></tr><tr><td>5. Design Outcome</td><td>Nov 29</td><td>yes</td><td>yes</td><td>3%</td></tr><tr><td>4. Final Thesis Dossier</td><td>Dec 1</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></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 Friday, December 8, 2023.</p>					Assignment	Due date	Is an SDA accepted ?	Is late work accepted?	Deduction per weekday for late assignments	1. Revised Preliminary Thesis Proposal	Sept 11	yes	yes	3%	2. Midterm Thesis Dossier Outline	Oct 16	yes	yes	3%	3. Thesis Presentation	Nov 6 - 10	no	no	—	4. Presentation Submission	Nov 10	yes	yes	3%	5. Design Outcome	Nov 29	yes	yes	3%	4. Final Thesis Dossier	Dec 1	yes	yes	3%	5. Seminar leadership	Once a term	no	no	—
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MArch Thesis 2

ARCH 9015.09 (W 2024)

Credit Hours:	9	
Coordinator:	TBA	tba@dal.ca
Supervisors:	Diogo Burnay	diogo.burnay@dal.ca
	Michael Faciejew	michael.faciejew@dal.ca
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	Michael Putman	michael.putman@dal.ca
	Niall Savage	niall.savage@dal.ca
	Talbot Sweetapple	talbot@mlsarchitects.ca
	Cristina Verissimo	cristina.verissimo@dal.ca
By special arrangement:	Ted Cavanagh	ted.cavanagh@dal.ca
Course website:	dal.brightspace.com	

Course Description

During this term, you use your M5 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, an advisor, and an external reader. The supervisor and advisor work with you over the course of your thesis development. The external reader 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 design intentions, project parameters, design strategy, design development, feasibility, representational strategies, and evaluative criteria, among other constructive suggestions for improving your 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; a faculty member from another Dalhousie unit; 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 must also submit a Faculty of Graduate Studies Adjunct (Scholar) application and a Curriculum Vitae to the School of Architecture Graduate Coordinator (Steve Parcell), who will forward these to the Faculty of Graduate Studies for approval.

- **External Reader.** External readers 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 long-term observations on the directions and standards of thesis work at the school.

Assignments

- **Thesis Report.** During Thesis 2, you develop your Thesis 1 Dossier into a Thesis Report. There is no prescribed number of words, but strong thesis reports typically have between 60 and 80 pages. A conventional chapter structure includes: introduction, research chapter(s), methodology, design, conclusion.
- **Penultimate Review.** The aim of this review is to determine whether your thesis is likely to be ready for formal examination two weeks later, and if so, what remains to be done. Display your design work in the format anticipated for your thesis examination, including placeholders for any missing items. After the review, the thesis coordinator will confirm whether your committee recommends that you present your thesis for examination. If you proceed to the examination, your supervisor advises you on what still needs to be done.
- **Thesis Examination.** You present your thesis to the examining committee (supervisor, advisor, external reader), other faculty members, and students. 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 reader makes the first response to the work. The full committee then 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 reader) assesses your thesis and may require additional work. 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 1.

Schedule (Winter 2024)

Week	Date	Activity
1	Jan 8 (M)	Winter Term begins
	Jan 8 - 12	Preliminary thesis project presentation Organize a meeting with your supervisor during the first week of the term. Pin up the visual material to demonstrate how your thesis question will be answered through architectural means and methods. Provide copies of your Thesis Dossier (from the Thesis 1 course) to your committee.
9	Feb 26 (M)	Draft of Penultimate Thesis Report Provide your supervisor with an updated Penultimate Thesis Report so they have time to review it before the final version is due on March 8.
	Mar 4 - 7	Penultimate reviews
	Mar 8 (F)	DUE: Penultimate thesis report (PDF), uploaded to Brightspace At this stage, the report should be complete except for a few images showing the final design work. The thesis coordinator will forward this PDF to the graduate secretary and your examining committee (supervisor, advisor, and external reader) to read before your examination. <u>This is the only version the external reader 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	Mar 12 (T)	DUE: Thesis forms Submit two forms to the graduate secretary, as described in the "Thesis Submission - April 2024" instructions on Brightspace. Once you have submitted your Master's Thesis Approval Form, your thesis title cannot be changed.
11	Mar 18 -20	Thesis examinations

12	Mar 27 (W)	Completed Thesis Report At this point, the Thesis Report must be complete, including high quality reproductions of the final design work and any revisions required by the examining committee. Submit a PDF on 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	Apr 5 (F)	12:00 pm DUE: Submit approved thesis report Submit a PDF of your approved thesis report on Brightspace.
14	Apr 12 (F)	12:00 pm DUE: Approved thesis report (PDF/A), uploaded to DalSpace 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 to graduate in May. Detailed instructions are provided in the "Thesis Submission - April 2024" instructions on Brightspace.

MArch Thesis Continuation

ARCH 9009.00 (S 2024)

Credit Hours: 0

Coordinator: TBA

tba@dal.ca

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 online video conference and email communication may be needed.

Schedule (Summer 2024)

For details on each item, refer to the Winter Schedule and the "Thesis Submission - July 2024" instructions on Brightspace.

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

Week	Date	Activity
3	May 24 (F)	DUE: Updated thesis report to supervisor
6	Jun 10 – 13	Penultimate reviews
6	Jun 7 (F)	DUE: Penultimate thesis report (PDF) to Brightspace
7	Jun 11 (Tu)	DUE: Thesis forms
8	Jun 24 – 26	Thesis examinations
9	Jun 26 (W)	DUE: Completed Thesis Report (PDF)
10	Jul 5 (F)	DUE: Approved Thesis Report to office
	Aug 29 (Th)	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 9014 and ARCH 9015) 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 M.Arch 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. For university regulations, go to <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=82&chapterid=4741&loaduseredits=False>.

A. University Statements

Academic Integrity

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Read more: [https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_\(Aug%202015\).pdf](https://www.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Read more: https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Read more: <http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

B. University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates):
http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures:
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program:
<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>
- Student Declaration of Absence:
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html

C. Learning and Support Resources

- General Academic Support – Advising:
https://www.dal.ca/campus_life/academic-support/advising.html
- Fair Dealing Guidelines:
<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>
- Dalhousie University Library:
<http://libraries.dal.ca>
- Indigenous Students:
https://www.dal.ca/campus_life/communities/indigenous.html
- Black Students:
https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Students:
https://www.dal.ca/campus_life/international-centre.html
- Student Health Services:
https://www.dal.ca/campus_life/health-and-wellness.html
- Counselling:
https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html
- Copyright Office:
<https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website:
<http://www.dal.ca/dept/elearning.html>
- Dalhousie Student Advocacy Services:
<http://dsu.ca/dsas>
- Dalhousie Ombudsperson:
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Writing Centre:
https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Faculty or Departmental Advising Support: Studying for Success Program:
http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

D. Safety

- Biosafety:
<http://www.dal.ca/dept/safety/programs-services/biosafety.html>

- Research Laboratory Safety Policy Manual:
<http://www.dal.ca/dept/safety/documents-policiesprocedures.html>
- Faculty of Architecture and Planning: Work Safety:
<https://www.dal.ca/faculty/architecture-planning/current-students/inside-building/work-safety.html>

Michael Faciejew
September 15, 2023