

CALENDAR DESCRIPTION

A student works in the architectural profession for a total of 500 hours in no less than 12 weeks and completes an academic report on the work experience. The work term is coordinated by the SITE Co-op Office and must be approved by the School of Architecture.

COURSE RATIONALE

The Work Term is an exciting stage of one's architectural career where things that have been learned in an academic environment in previous terms are both applied and contemplated through the experience and perspective of Professional Practice in a work setting. The privileges and responsibilities of this mode of study are twofold:

If you understand and make a contribution to the work and the life of the office, you will increase your knowledge and skill in architecture; if you increase your knowledge and skill in architecture, you will make a contribution to the office.

LEARNING OBJECTIVES

- Understand architecture as belonging to both academia and to professional practice
- Understand the operations of an architectural practice from an employee perspective
- Understand the professional behaviors and practical skills needed to practice architecture

COURSE REQUIREMENTS

Course requirements are completed in the B4 term and submitted in stages during the term. The Work Term Posters will also be exhibited during Professional Practice Week in January, 2025.

Brightspace will be used for announcements and the posting of this outline. All assignments are submitted to the instructor via email.

DEADLINES AND GRADING SUMMARY

Assignment	Components	Maximum Term Points/100	Due Date (11:59pm)	Evaluator
Stage 1	Editorial	20	October 21, 2024	B.Nycum
Stage 2a	Three Questions	30	November 12, 2024	B.Nycum
Stage 2b	Technical Documents	9		B.Nycum
Stage 3	Poster	31	December 2, 2024	B.Nycum
Employer Grade	<i>No student component for this. The Performance Appraisal is emailed to the employer by the Co-op Office for the employer to complete</i>	10	December 16, 2024	Employer

GRADING FORMAT

Assignments will be evaluated by the instructor by providing a numerical point score in accordance with the stated scoring. Where appropriate, written comments will be provided on the assignment and returned via email to the student. The total numerical score for all assignments, including the Employer Grade, will be tallied, and converted to a letter grade.

GRADE SCALE AND DEFINITIONS

Grade	Grade Point Value	%	Definition
A+	4.30	90-100	Excellent. Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89	
A-	3.70	80-84	
B+	3.30	77-79	Good. Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76	
B-	2.70	70-72	
C+	2.30	65-69	Satisfactory. Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64	
C-	1.70	55-59	
D	1.00	50-54	Marginal Pass. Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.
F	0.00	0-49	Inadequate. Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete
W			Neutral and no credit obtained Withdrew after deadline
ILL			Neutral and no credit obtained Compassionate reasons, illness

DUE DATES FOR LATE SUBMISSIONS

Deductions for late submissions encourage time management and maintain fairness among students.

	Is a late assignment accepted?	Deduction per weekday*	Final deadline for a late submission	What happens after late submission deadline date
Stage 1	yes	3%	December 16	receives 0%
Stage 2	yes	3%	December 16	receives 0%
Stage 3	yes	3%	December 16	receives 0%

* For example, if an assignment is evaluated at 7.5/10 before applying a 3%-per-weekday deduction, it would receive 7.2/10 for being 1–24 hours late; 6.9/10 for 25–48 hours late; etc. Rounding will be up to the nearest tenth. Numbers will be rounded up to if 5 or higher and down if 4 or lower.

Note: The following University or School policies take precedence over course-specific policies:

- With a Student Declaration of Absence (SDA) (maximum two per course) submitted **prior to the assignment deadline**, an assignment may be submitted up to three weekdays late without penalty. An SDA cannot be used for the final assignment.
- PLEASE NOTE: SDAs that do not follow SDA rules will not be eligible. SDA rules as stated on the SDA document will be followed.
- With a medical note submitted to the School office, a course assignment (including a final assignment) may be submitted more than three weekdays late without penalty. The number of weekdays depends on how long you were unable to work, as indicated in the medical note. If more than one course is affected, you should consult with the Undergraduate/Graduate Coordinator to set a new schedule of due dates.
- A student with an accessibility plan that allows for deadline extensions does not need to submit an SDA

Due dates mean no later than 11:59pm Halifax time on the date indicated.

Please note that grade submission deadlines require all assignments to be submitted to the Instructor no later than December 16, 2024.

STUDENT LEARNING EVALUATION QUESTIONNAIRE

A course evaluation (SLEQ) will be available online from November 20 to December 4. Please take the time to complete the evaluation for this course when prompted to do so.

ACADEMIC INTEGRITY

Students are expected to research the material for their assignments by discussing the questions and their responses with their supervisor and others in the office. All images and drawings used in assignments must credit the author or source. For information about citing sources, below.

SOURCES

- For citing sources, please use Chicago author-date style. see tinyurl.com/quick-author-date
- Plagiarism detection software will not be used.
- To avoid the risk of plagiarism, including self-plagiarism, please refer to the university's regulations: tinyurl.com/dal-academic-integrity
- CHAT GPT and other AI software is strongly discouraged for the basic reason that it makes for unpleasant reading. If this is something you are considering, please reach out to the instructor to discuss the approach.

UNIVERSITY STATEMENTS

Territorial Acknowledgement

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people. The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Internationalization

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and oriented toward solving problems that extend across national borders.”

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. 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 i

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact the Student Accessibility Centre (for all courses offered by Dalhousie with the exception of Truro). Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While

expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

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).

Code of Student 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.

Fair Dealing Policy

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the Academic Calendar and the Senate.

- <https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>
- https://www.dal.ca/dept/university_secretariat/university_senate.html

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
 - https://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol
 - https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policy
 - https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process
 - https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy
 - https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program
 - <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- Academic Support - Advising https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
 - https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre
 - https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
 - https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre and Indigenous Connection
 - https://www.dal.ca/campus_life/communities/indigenous.html
 - <https://www.dal.ca/about-dal/indigenous-connection.html>

- Elders-in-Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.
- Black Student Advising Centre
 - https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre
 - https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre
 - <https://southhousehalifax.org/about-us>
- LGBTQ2SIA+ Collaborative
 - <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>
- Dalhousie Libraries
 - <https://libraries.dal.ca/>
- Copyright Office
 - <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Service (DSAS)
 - <https://www.dsu.ca/dsas>
- Dalhousie Ombudsperson
 - https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights & Equity Services
 - <https://www.dal.ca/dept/vpei.html>
- Writing Centre
 - https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring
 - https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Safety

- Faculty of Architecture and Planning: Work Safety
 - <https://www.dal.ca/faculty/architecture-planning/current-students/inside-building/work-safety.html>

FACULTY POLICY: 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.

RECOMMENDED READING

Architecture Canada (Royal Architectural Institute of Canada) www.raic.org
 Canadian Handbook of Practice (free online version at RAIC website) <https://chop.raic.ca>
 Nova Scotia Association of Architects www.nsaa.ns.ca
 Life of an Architect - Blog by Bob Borson <http://www.lifeofanarchitect.com/tag/bob-borson>
 Young Architect Guide - Series of blogs on Architizer.com
 DMC 2022 Architecture & Design Salary Survey (will be posted on Brightspace)

WORK TERM (10/100 points of Term)

As a BEDS Co-op student you are required to register for the **ARCH 8892** Brightspace course before the end of the B3 term. The **ARCH 8892** Brightspace course, in addition to housing your ARCH 8892 B4 Work Term Outline, will have required sections relating to your work term for you to read, understand, and complete. These sections will include:

- Overview of work term requirements
- The Co-op Student Agreement
- Your work term details

This content will be available to you for the beginning of September. You will receive a notification to your Dalhousie email account. If anything remains unclear, please reach out to askcoop@dal.ca

Work Site Visit

Midway through the term you will be contacted by the co-op office to complete a mid-term work site visit. The worksite visit will take place between you, your supervisor and a member of the co-op office and can be conducted virtually or in person. Work term check-ins are important for the work integrated reflective process of your co-op term. The intention of the work site visit is to:

- Assess the quality of the work term experience
- To ensure that expectations (student, employer and university) are being met
- To build and strengthen relationships
- To facilitate a reflective learning session (i.e. This is part of the Co-op curriculum for the work term)

More information about the Work Site Visit will be provided in the overview of the work term requirements in ARCH 8892 as well as from the co-op office throughout the term. Participation in the Work Site Visit is **mandatory**; not completing one may result in failure.

Communication

All communication from the Co-op office will be sent to your Dalhousie email account. You are expected to check your Dalhousie email account with regularity.

Updates and reminders related to the work term content will also be relayed in the form of an *Announcement* within the ARCH 8892 course. Please ensure that notifications in your Brightspace are turned on. Click on your name at the top right; select Notifications; Under Instant Notifications > Announcements - New Announcement Available, add a checkmark to SMS (text) and/or email.

Co-op Contacts

If you need guidance or are facing challenges on your work term, please reach out to **Kelly Roche**, Student Development Coordinator for the Faculty of Architecture & Planning: kelly.roche@dal.ca

If you have questions regarding the academic component of this course, please contact **Benjie Nycum** at bnycum@nycum.com

Important

If any of the Work Term requirements are not fulfilled by the end of the Winter Term, no grade will be given for the course, regardless of the Work Term assignment results. This will be a barrier to BEDS graduation and admission to the M.Arch programme.

WORK TERM ASSIGNMENTS: (90/100 points of Term)

When completing these assignments, discuss the issues and formulate your responses in consultation with your employer.

The topics covered in the Work Term assignments are intended to be general enough that they may be studied and discussed in any type of practice situation in the realm of built environment, analysis, design, or construction. However, if the work in your office does not easily lend itself to some of the studies outlined below, you are advised to do the following:

1. Consult with your employer to see whether the work required may be adjusted to allow the topics to be studied.
2. See whether you can use other work in the office (either previous or current projects) to study the topics.
3. Consult the instructor to see how the topics may be re-interpreted or reformulated to allow relevant office-based studies to proceed.

SUBMISSION OF ASSIGNMENTS

The Work Term assignments are submitted in stages via email to bnycum@nycum.com in accordance with the file naming instructions provided in each Stage description:

- Electronic (.pdf) file naming instructions are indicated for each assignment. This is done to prevent the likelihood of loss of assignments. Assignments that are not submitted using the indicated file naming protocol will be penalized by 10%.

1. **Submit a PDF of a two-page editorial using the InDesign template file provided (the template file is available on Brightspace in the Content Section). The template provides format for the following content:**
- Office Name
 - Office Address
 - Number of Employees (at this location) *and* Total if multiple locations
 - Owner / Leader
 - Specialization (Single Family Residential; Multi Family Residential; Commercial; Institutional; Research; etc (pick as many as apply and add if necessary)
 - Snapshot Profile (~50 words)
 - Research and describe the firm as if pitching it to potential clients/public/officials etc. (<250 words +1 diagram). This is where you put the total firm's best foot forward to describe what they are all about.
 - Research and describe the Design Ethos of the firm (<150 words +1 diagrams or images)
 - Research and showcase an exemplary project by the firm completed within the last five years or underway (<150 words + 2 diagrams or images).
 - Research and showcase a project you worked on and mention what you did (<250 words + 2 diagrams or images (images don't have to be your work)
 - If blind grading option, please include Banner ID (B00#####) on assignment per note below.

-Stage 1 is to be submitted via email to bnycum@nycum.com

-Review/grading will be based on accuracy, quality, evidence of research, and completeness.

-All images and drawings used in assignments must credit the author or source (there are no requirements for specific citing methods, a simple "Credit: James Forren" will suffice).

-Follow the template. Altering the template is not advised. If you choose to alter the template/format, check with the instructor before the deadline to avoid penalty.

-Write in third person (the firm, they, their) to retain an objective voice except when describing work you did (i.e the last column of the template showcasing a project you worked on).

-The graded assignment will be returned via email.

Please use your choice of the following file naming formats:

Conventional:

Title your file: **8892Stage1_YOURLASTNAMEFIRSTINITIAL.pdf**

Example: 8892Stage1_NycumB.pdf

Try to make your file less than 10MB.

Assignments that are not submitted using this naming format will be penalized by 10%.

Blind Grading:

Students are offered the option of blind grading wherein every effort will be made by the instructor to evaluate and grade assignments without student name identification. If you wish to participate in blind grading, please omit your personal name identifiers from assignments and file names using the protocol below. Include your Banner ID (B0XXXXXX on your assignment and send your email using your Dal student email. If for some reason your identity is revealed via your email address when sending your assignment, this is not expected to be a major concern because the files will be placed in a folder without identifiers before grading begins.

Title your file: **8892Stage1_B0XXXXXX.pdf**

Example: 8892Stage1_B00456789.pdf

Try to make your file less than 10MB.

Note: To reduce the potential for error, please include your B0XXXXXX number ON your assignment.

STAGE 2 Three Questions; Three Technical Documents (39/100)

Stage 2 consists of two parts, which are to be submitted as a single PDF. While there is no specified format for this assignment, please keep legibility of the document in mind when preparing your submission.

(Stage 2a) (30/100)

Carefully research and answer Question "1" and your choice of two of the Questions "2" to "8"

- This is not part of the editorial - it is to be submitted as a separate document which does not need a cover page but does have to clearly indicate your name (or Student ID) and the firm in the header.
- Be clear about which questions you are answering by use same numbering and include the question.
- Diagrams or other supporting images are encouraged to explain your understanding.
- To strengthen your response, provide examples that illustrate your answer. Examples are most easily gleaned by taking the time to ask questions of your supervisor and others.
- For best results, don't do this at the last minute!

MANDATORY: (Recommended word count: 750 to 1000 words)

1. Describe the approach to each* of the following within and beyond the walls of the office. Consider these words in a professional architectural context. Try to provide an example or two for each that you have witnessed. Or, if you have not witnessed an example, ask a supervisor if they can think of an example or a description of the approach to these.
 - advocacy
 - leadership
 - ethics

**These three words do not mean the same thing. Do not lump these three distinct words together in a catch all answer. Tackle each separately. Please research the meaning of these in the professional context (for example: ethics does not mean "The boss is nice to the employees.")*

ANY TWO OF THE FOLLOWING: (Recommended word count: 500 to 750 words for each)

2. How does the firm govern itself in order to comply with the Architect's Act and bylaws (or other regulatory frameworks as may be present in the firm's jurisdiction) that govern the practice of architecture of the jurisdiction in which it operates?
3. Describe the approach and process of the office to winning or acquiring work. What are the top to most recurring ways work is brought in? *Hint: (eg. RFP response, word of mouth, publication, repeat clients, competitions, business to business relationships, etc.)*
4. Describe the organizational structure in place for executing the work once the work is "won." *Hint: Organizational structure does not mean the process the projects undergo to their completion. Students who have done well on this question have provided an overview of how projects are typically organized in the office with a focus on who does what and when and then go a bit more in depth on a specific project in which they are directly involved. Include external consultants / engineers etc.*
5. Describe the process of internship in architecture, highlighting the reciprocal rights and responsibilities of interns and employers. *This question only applies to Canadian context, where internship is a formal designation and process.*
6. How has technology changed the practice of architecture in the view of the senior people in the office? *This is not about listing all the technology presently in use. Consider a span of 3 decades minimum.*
7. Reflect on your work term in consideration of how systemic racism and or colonialism intersects with practice. *(Instructor note: I have left this open to interpretation but the point is nonetheless to achieve a researched and thoughtful answer based in observation. Feel free to reach out to me to discuss your approach to this if you would like more guidance.)*

(Stage 2b) (Scoring 9/100)

2b. Technical Documents.

An objective of the Professional Practice Work Term is for students to build a portfolio that demonstrates an ability to make technically precise descriptions and documentation. There are many forms of Technical Documentation. Some examples include:

- A site analysis
- A document supporting a Development Agreement or other zoning related proposals
- Sketches, Technical sketches, models or drawings that express a specific idea or set of ideas
- A specification or part of a specification
- A detail
- A document from within a Tender Document
- A document from within a Design Submission
- A site visit review report
- A construction related clarification or direction (RFI, SI, CCO etc.)
- Correspondence that provides a clear decision or technical communication

- A. Show three snapshots of examples of Technical Documents with which you were involved. Please note the Technical Documents themselves are not part of the evaluation for this assignment and can even be obscured if there are any proprietary concerns. The evaluation is 100% focused on the following (B.)
- B. For each example, provide a covering page describing the Technical Document in terms of **Readership** or **Authorship** and specify whether you were principally the **Reader** or the **Author** (try to include a mix of both, however no less than two must be examples of your Authorship). Follow the following guideline and answer these questions in italics below to write your descriptions.

***Readership:** The Technical Document example should be clear about what needs to be understood from its reading. What is the key information? What is flexible? What is firm? What is the stage of completion or readiness of the document? Who was the author? Why was your readership important? Who were the people involved and what were their roles? What was the next step?*

***Authorship:** The Technical Document example should be clear about what needs to be understood from its reading. What is the key information? What is flexible? What is firm? What is the stage of completion or readiness of the document? Who will be the reader? Why was your authorship important? Who were the people involved and what were their roles? What was the next step? **Suggestion:** Work included in Authorship (i.e. you were the author) should be representative of your learning experience and should be considered for inclusion in your portfolio of work at the School of Architecture.*

Stages 2a and 2b are to be submitted as a single PDF via email to bnycum@nycum.com

Review/grading will be based on accuracy, quality, and completeness.

All images and drawings used in assignments must credit the author or source.

The graded assignment will be returned via email.

Please use your choice of the following file naming formats:

Conventional:

Title your file: **8892Stage2_YOURLASTNAMEFIRSTINITIAL.pdf**

Example: 8892Stage1_NycumB.pdf

Try to make your file less than 10MB.

Assignments that are not submitted using this naming format will be penalized by 10%.

Blind Grading:

Students are offered the option of blind grading wherein every effort will be made by the instructor to evaluate and grade assignments without student name identification. If you wish to participate in blind grading, please omit your personal name identifiers from assignments and file names using the protocol below. Include your Banner ID (B0XXXXXX) on your assignment and send your email using your Dal student email. If for some reason your identity is revealed via your email address when sending your assignment, this is not expected to be a major concern because the files will be placed in a folder without identifiers before grading begins.

Title your file: **8892Stage2_B0XXXXXXpdf**

Example: 8892Stage1_B00456789.pdf

Try to make your file less than 10MB.

Note: To reduce the potential for error, please include your B0XXXXXX number ON your assignment.

Plus: Pin up during Professional Practice Week Jan 2025.

Description: Create a poster presentation expressing your Work Term. This poster will be submitted **twice**: once as a PDF emailed to the instructor on the due date indicated earlier in this outline, and once as a pinned-up exhibition during Professional Practice Week. (Pin-up will be on Friday before Professional Practice Week.) The poster must be thoughtfully designed. Posters are used as a means of Work Term introduction to the next class (B2 in January). To be compelling, think about capturing that audience's attention and interest while conveying clear accurate information in a crowded room containing nearly 70 other posters. Marks will be deducted from any or all of the grading criteria if the poster is careless, sloppy or appears to be hastily designed. The poster must include a graphic expression/representation of your work term experiences composed of drawings, diagrams, and images and an overall sense of design and composition. An adequate poster is visually appealing from afar and interesting & informative up close. It is not meant to be read at length like a news article. Text on the poster will be tolerated only as a means of annotation or a compelling bit of reference material if such a thing applies but NOT as the primary means of responding to the grading criteria outlined below:

Grading Criteria:

- A. **The Basics.** Your name, city you worked in, employer/firm name, firm's website address (for blind grading option, please note your name will need to be added for the pin up or online exhibition in January to help the B2s find you). 1/31
- B. **Expression of your professional experience.** What the firm was about, the work produced by the firm. The work in which you were engaged, the nature of the tasks you completed, and the professional relationships you formed. 7/31
- C. **Expression of the city in which you worked.** Where was the office? What was the city like? What did you discover? What was the position of the firm in the city? Where did you live? What was the culture of the city? What architectural discoveries were revealed to you? 7/31
- D. **Expression of the social aspects of your work term.** What were the social intersections with architecture of the firm's work? What did the firm achieve in its human and social endeavors? How did you contribute to these? Or any other social aspects to the work environment that would be worth conveying. 7/31
- E. **At least one of the Technical Documents.** Choose one of the technical documents that you *authored* and include it and any relevant critical analysis in your poster. 1/31
- F. **Overall Poster Design.** See Description above and Tips below. 8/31

Poster Format: 20"x24" Portrait Orientation (*Please note: portrait orientation is required to allow sufficient display space. Posters that do not conform to this format will not be displayed. This will have a negative effect on grading of -2 points.*)

Please use your choice of the following file naming formats:

Conventional:Title your file: **8892Stage3_YOURLASTNAMEFIRSTINITIAL.pdf**

Example: 8892Stage1_NycumB.pdf

Try to make your file less than 10MB.

Assignments that are not submitted using this naming format will be penalized by 10%.

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Title your file: **8892Stage3_B0XXXXXXpdf**

Example: 8892Stage1_B00456789.pdf

Try to make your file less than 10MB.

Note: To reduce the potential for error, please include your B0XXXXXX number ON your assignment.

Tips for a successful poster:

- It takes a designer to design a compelling and expressive poster. We are in design school so the expectation for a visual assignment is that it be well designed.
- Think of a movie poster or an event poster (while this exercise is not intended to create movie posters, it helps to look at a few movie posters or event posters up on the internet - for example search for “great movie posters”). In the essence of a successful poster, the designer has really thought through how the poster can make an impact that is greater than the sum of the parts.
- A poster is not a magazine article or a news story. The Stage 1 editorial assignment was set up to be an article style. The poster assignment is not intended to be an upsize of what was already done.
- The primary function of this poster is to communicate in a room of 130 or so people during the B2-B5 poster event. Architecture is a life of learning and mentoring. The B4 (B5) class has a role to inspire the B2s to capture their imagination and get them excited and self-actuated into their own upcoming work term. Think about what your poster needs to do to perform well in a one-hour event with 130 people and nearly 70 posters.
- A poster doesn't *sound* hard. BUT!!!! Posters are hard! Great posters are very difficult and take care and consideration. **Do not leave this assignment to the last minute, night or weekend.** Do not underestimate the 31 points worth of time and effort required to create a compelling poster.
- In order to have compelling visual elements that are also integrated, plan ahead. Don't be caught scrambling for images, diagrams, or graphics you can no longer access.
- Posters that score well tend to possess a conceptual approach carried through to the details in a compelling and integrated way. In terms of points for Design, a 1-3 would be a poster that was well organized and contained elements in a basic arrangement for example a grid. A 3-5 will have organized these elements in a way that convincingly demonstrates a careful hand and some conceptual or interesting aspects or perhaps a single compelling visual element. A 5-7 would possess a strong conceptual idea or presence with evidence of effort to visually integrate the expressive elements. A 7-9 would be a poster that on its own is an expression while achieving everything else described above. In other words, a B2 could stand 20 feet away or be quickly walking by and have a powerful feeling or a meaning be conveyed to them about the firm or the experience. This feeling would be distinct from any other poster (the poster would not be just as easily appropriate for another firm or experience). From there, on closer consideration, all the elements would be integrated into this feeling or presence.

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