

with invited guests: **Matt Jones** / Acre Architects, **Eric Stotts** / Stotts Architecture, & **Kris Skiba** / Dexel Developments

## description /

In this week-long module students learn about the architect in society; the political, social, economic and ethical environments in which architects practice; and an introduction to office organization and project management. RESTRICTIONS: Year 3 BEDS students

## course rationale /

This course introduces professional principles that influence the practice of architecture. The classes and assignments introduce students to construction responsibilities, site observations, and support for future Professional Practice and Design courses.

## objectives /

- / to provide an overview of the construction process in relation to the design process;
- / to introduce the architect's relationship between procurement method and construction outcome;
- / to provide an understanding of the role and duties of the architect as it relates to construction;
- / to introduce design (and discovery) potentials during the construction process;
- / to expose students to a construction site with a site visit of an in-progress project.

## hours & format /

ARCH 3302 is a week-long concentrated 1-credit-hour course, with an average of 40 hours expected for course-related activities. Classes consist of a combination of in-person lectures, quizzes, and workblocks as outlined in the *schedule*. Attendance to lectures and presentations is required and are not to be recorded or photographed. A mandatory site visit will take place as per the *schedule* - please refer to the *required equipment* section in this outline.

## instructor details /

Along with support from guests, this ARCH 3302 course is led by Michael Putman, Assistant Professor at the School of Architecture and Co-Director of SUPRBLK Studio. The Instructor is available by appointment during Professional Practice Week. Requests to meet with the instructor should be made by email.

# schedule /

Mon Jan 13	<b>THE ROLE OF THE ARCHITECT / CONTRACT</b> 10:00am - 11:30am Safety Training* 1:00pm - 3:15pm Course Lecture / <b>Assignment 1&amp;2 Intro</b> 3:30pm - 4:00pm <b>Quiz 1</b>	<b>LOCATION:</b> Auditorium* Exhibition Room Ex Rm (Brightspace)
Tue Jan 14	<b>CONTRACT ADMINISTRATION / DOCUMENTS</b> 10:00am - 12:00pm Workblock 12:00pm - <b>Assignment 2a Due</b> 1:00pm - 2:00pm Lecture 2:15pm - 3:15pm Guest: <b>Matt Jones, Acre Architects</b> 3:30pm - 4:00pm <b>Quiz 2</b>	Exhibition Room Brightspace Exhibition Room Exhibition Room Ex Rm (Brightspace)
Wed Jan 15	<b>CONTRACT ADMINISTRATION / CHANGE PROCESS</b> 10:00am - 12:00pm Workblock 12:00pm - <b>Assignment 2b Due</b> 1:00pm - 2:00pm Lecture / <b>Assignment 3 Intro</b> 2:15pm - 3:15pm Guest: <b>Eric Stotts, Stotts Architecture</b> 3:30pm - 4:00pm <b>Quiz 3</b>	Exhibition Room Brightspace Exhibition Room Exhibition Room Ex Rm (Brightspace)
Thu Jan 16	<b>CONTRACT ADMINISTRATION / FIELD REPORT</b> 10:00am - 12:00pm Workblock 12:00pm - <b>Assignment 2c Due</b> 1:00am - 2:00pm Lecture / <b>Assignment 4 Intro</b> 2:15pm - 3:15pm Guest: <b>Kris Skiba, Dixel Developments</b> 3:30pm - 4:00pm <b>Quiz 4</b> 9:00pm - <b>Assignment 3 Due</b>	Exhibition Room Brightspace Exhibition Room Exhibition Room Ex Rm (Brightspace) Brightspace
Fri Jan 17	<b>SITE VISIT</b> 10:00am - 12:00pm Workblock 12:00pm - <b>Assignment 1 Due</b> 12:00pm - <b>Assignment 2d Due</b> 12:30pm - 1:30pm Site Visit** 9:00pm - <b>Assignment 4 Due</b>	Exhibition Room Brightspace Brightspace Site** Brightspace

\* safety training : students are required to attend Monday's safety course.

\*\* site visit: attendance & PPE is mandatory.

# assignment, assessment & format /

## Assignment 1 - Compendium: 20%

Each student will submit at the end of the week a journaled compendium of each lecture (4 no) as per the *schedule*. The compendium is a written 'recording' of the content discussed for each topic, which should include - but not be limited to - dictated notes and reproduced illustrations / diagrams. The compendium requires a brief (max 250 words) statement by the student about a topic introduced by the instructor. Further details will be expanded upon in class. Reviewing each student's collective document, evaluation by the instructor will be based equally on the completeness of recording, inclusion of relevant diagrams, legibility & formatting of documentation, and statement intelligibility. Students will be issued a grade only.

## Assignment 2 a/b/c/d - Scenario: 5% x 4 = 20%

In groups, students will answer a scenario based question provided in each class, which will require a written response submitted the following day as per the *schedule*. Grouped students will be issued the same grade only. Evaluation by the instructor will be based on the succinct inclusion of relevant steps for each scenario.

## Assignment 3 - Change Order: 20%

Each student will submit a change order report to address a hypothetical issue on site. The change order will follow procedures discussed in class and will be assembled with support from lecture notes taken individually by students. Further details will be expanded upon in class. Evaluation by the instructor will be based equally on the following criteria: the completeness, the inclusion of relevant matters, the quality & legibility, and the proper formatting. Students will be issued a grade only.

## Assignment 4 - Field Report: 20%

Each student will submit a field report following a site visit to an on-going construction project in Halifax. The report will be based on material covered in class and will be assembled with support from lecture notes taken individually by students. Further details will be expanded upon in class. Evaluation by the instructor will be based equally on the following criteria: inclusion of relevant on-site matters, the overall completeness of the report, quality and legibility of documentation, and proper formatting of the report. Students will be issued a grade only.

## Quiz 1 / 2 / 3 / 4: 5% x 4 = 20%

Each student will participate in a quiz at the end of each class that covers course material previously discussed. Students will be issued a grade only for each quiz.

**Note:** Students will be expected to submit all course content for evaluation through Brightspace on the dates / times indicated in the *schedule*. Assignments are to be submitted in PDF format (high quality resolution, letter page size 8.5"x11") with file name as follows *lastname\_assignment\_#*. Group work file naming is similar, containing only one student's last name but includes every student's full name on the first page / subtitle.

## grade standards /

Each assignment / quiz will receive one of the grades below.

	GRADE	VALUE	PERCENT	DEFINITION
EXCELLENT	A+	4.30	90-100	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	
GOOD	B+	3.30	77-79	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	
SATISFACTORY	C+	2.30	65-69	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.
	C	2.00	60-64	
	C-	1.70	55-59	
MARGINAL	D	1.00	50-54	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.
INADEQUATE	F	0.00	0-49	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INCOMPLETE	INC	0.00		
Withdrew after deadline	W	neutral		
Compassionate reasons, illness	ILL	neutral		

Note: grading will commence following Professional Practice Week, therefore, marks will not be available immediately after the conclusion of the course.

## required equipment /

Personal Protective Equipment (PPE) will be needed for the scheduled site visit (steel toe footwear and a hard hat are mandatory while goggles and a high-vis vest are recommended). A digital camera/smart phone will also be needed for the site visit to document the construction progress and include relevant images as part of the assignment. Students may wish to use InDesign software (or similar) to format final assignment as required. Laptops / Tablets are required at the end of each class to complete a quiz on Brightspace (if access to a computer is required please speak to the instructor prior to the beginning of the class).

## due dates & late submissions /

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

ASSIGNMENTS	IS A LATE ASSIGNMENT ACCEPTED?	WHAT IS THE DEDUCTION PER WEEKDAY?*	FINAL DEADLINE FOR A LATE SUBMISSION?	WHAT HAPPENS AFTER THAT?	SDA ACCEPTED?
Assignment 1	yes	3%	March 5, 2025	receives zero	yes
Assignment 2 a/b/c/d	yes	3%	March 5, 2025	receives zero	no
Assignment 3	yes	3%	March 5, 2025	receives zero	yes
Assignment 4	yes	3%	March 5, 2025	receives zero	no
Quizzes 1/2/3/4	no	n/a	n/a	no submission/ receives zero	no

\*For example, if an assignment is evaluated at 75% before applying a 3% per-weekday deduction, it would receive 72% for being 1–24 hours late; 69% for 25–48 hours late; etc.

Note:

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

- No late assignments are accepted after the last day of weekly classes (the Friday before review week).
- With a Student Declaration of Absence (maximum two per course), an assignment may be submitted up to three weekdays late without penalty. An SDA cannot be used for the final assignment. Please submit SDA to Brightspace before the assignment deadline.
- 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.
- Students with an accessibility plan that allows for deadline extensions do not need to submit an SDA.

## citing sources /

Chicago Manual of Style: Author-Date Style. For details, see: <https://tinyurl.com/quick-author-date>

## SLEQ /

Student Learning Experience Questionnaire (SELQ) are provided during the last two weeks of the term.

## 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. For more information about how the Faculty is working to enhance equity, diversity and inclusion, see the Equity, Diversity and Inclusion website. For further questions, please email the EDI Committee at EDIAP@dal.ca.

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Please see the Culture of Respect pages of the Dalhousie website for more information.

## University Policies, Statements, Guidelines, and Resources for Support (from Dalhousie University Senate) /

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&loadusercredits=False>.

### A. University Statements

#### Academic Integrity

[http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](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](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](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](mailto: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](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](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](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](https://www.dal.ca/campus_life/academic-support/advising.html)
- Fair Dealing Guidelines:  
<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealingguidelines.html>
- Dalhousie University Library:  
<http://libraries.dal.ca>
- Indigenous Students:  
[https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- Black Students:  
[https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- International Students:  
[https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- Student Health Services:  
[https://www.dal.ca/campus\\_life/health-and-wellness.html](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](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](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](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](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>

## references /

Allen, Edward, and Joseph Iano. 2014. *Fundamentals of Building Construction : Materials and Methods*. Sixth edition. Hoboken: Wiley.

Ardiel, Donald, ed. 2020. *Canadian Handbook of Practice for Architects*. Ottawa: Royal Architectural Institute of Canada. <https://chop.raic.ca/>

Baden-Powell Charlotte. 2011. *Architect's Pocket Book*. Fourth edition. London and New York: Routledge.

Hyett, Paul. 2000. *In Practice*. London: EMAP.