

ARCH673 BUILDING CULTURE COURSE SYLLABUS

ver. 2009.08.15

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OFFICE HOURS TBD

THOSE WHO CANNOT LEARN FROM HISTORY ARE DOOMED TO REPEAT IT.

GEORGE SANTAYANA

WE ARE MADE WISE NOT BY THE RECOLLECTION OF OUR PAST, BUT BY THE RESPONSIBILITY FOR OUR FUTURE.

GEORGE BERNARD SHAW

WE CAN'T SOLVE PROBLEMS BY USING THE SAME KIND OF THINKING WE USED WHEN WE CREATED THEM.

ALBERT EINSTEIN

SYLLABUS CONTENTS

- I COURSE MEETING, FORMAT, CONTENT/GOALS & INTENTIONS, REQ'TS, EVAL'N, TEXTS & BIBLIOGRAPHY, POLICIES
- II COURSE SCHEDULE AND READINGS
- III COURSE RESOURCES
- IV RELATED EVENTS, FIELD TRIPS, AND OTHER INFO
- V COURSE POLICIES AND BOILERPLATE

I COURSE INFO: CONTENT, FORMAT, GOALS, ASS'T'S, EVAL, TEXT & BIBLIO, POLICIES

COURSE MEETING AND FORMAT

7-9:40 pm Tuesdays.

(HOWEVER, there were several days that were in conflict with other external, School or University events. SEE SCHEDULE. **COURSE MEETING TIME/MOVES: PLEASE NOTE THAT REGULAR COURSE MEETING SCHEDULED FOR TUESDAY 22 SEPTEMBER HAS BEEN MOVED TO MONDAY 21 SEPTEMBER, 7:00PM.)**

The course format is that of a seminar; weekly class meetings are divided into parts. Each class meeting, we will begin with a discussion of topics (see Discussion Leadership below). At certain times during the semester, we will follow with presentations of a relevant building, element, assembly, or assignments.

COURSE CONTENT: GOALS AND INTENTIONS

The course takes up the themes of Arch 673 Building Culture -- comprehension of major themes, theories, and techniques in the development of architectural building craft and corresponding value systems -- with a specific focus on questions of "traditional" and "new" knowledge related to the design and construction of small structures.

In particular, the course highlights the relationship between the way things are constructed (technique of assembly, technology, materials, process), and deeper cultural meaning. For instance, the construction of Gothic cathedrals is a reflection of the structure of the society that created them, their belief systems, conception of the universe, religious beliefs, and educational customs. While this reflection of the culture is obvious and well known, it can also be said about buildings and cities in general.

Up to approximately 2004, ARCH673 has been a relatively broad survey of the above themes, relative to western architecture. Beginning with a course transformation that served the goals of the 2007 DOE Solar Decathlon, the course direction has shifted. ARCH 673's current focus is on the ways in which our building cultures are committing to a renewed positive stewardship of our impact on the natural environment. Continuing to use the Solar Decathlon as a backdrop and vehicle for learning, the intent for the course is to have a semester-long discussion, writ large, about:

- conventional wisdom of building construction/time-tested knowledge/indigenous & vernacular knowledge/passive strategies

and

- current knowledge about alternative energy technologies and active strategies/building science/new materials/"cutting edge" technologies/design, documentation, and project delivery strategies.

Comprehension of major themes, theories, and techniques will be developed through several means:

- Studying case histories and theories of building craft
- Studying principles and basic themes in building science and technologies, and sustainable building principles
- Studying 19th and 20th century histories of how we came to use energy relative to buildings in the United States
- Demonstrating and applying knowledge through analysis, critique, and re-invention problems related to SD2009 construction documents

The course is divided into roughly five parts:

- Introduction, Hypothesis
- How We Got Here / Better Living Through Technology
- Fast Forward.....The Solar Decathlon
- Where Do We Go From here?
- Of Tradition and Technology: Towards a New Vernacular

In the first two parts, we will discuss the histories that got us into the current predicaments and conditions. We will then "fast forward" to the Solar Decathlon, with its promise to show us ways in which we can all live in net-zero energy homes and lighten our impact on the planet. We will then deliberate on various perspectives on achieving a lighter footprint, literally and figuratively speaking, on the planet, concluding with your critiques of SD2009 houses.

COURSE CONTENT: NAAB CRITERIA

- 12.2 Graphic Skills
Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process
- 12.4 Critical Thinking Skills
Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space
- 12.6 Collaborative Skills
Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings
- 12.7 Human Behavior
Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment
- 12.8 Human Diversity
Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects
- 12.9 Use of Precedents
Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects
- 12.10 Western Traditions
Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them
- 12.12 National and Regional Traditions
Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions
- 12.20 Building Envelope Systems
Understanding of the basic principles that inform the design of building envelope systems
- 12.25 Building Readings and Assemblies
Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies
- 12.36 The Context of Architecture
Understanding of the shifts which occur-and have occurred-in the social, political, technological, ecological, and economic factors that shape the practice of architecture

COURSE ASSIGNMENTS

Readings, Outlines, and Discussion Leadership

At the beginning of each session, there will be a group discussion of the readings, organized and led by you. You will sign up for reading, and in groups of 2-4, led by one person, you will create outlines for the readings. One among you will have the assignment of discussion leader, with these responsibilities:

- for making sure the outline gets produced by the group, and
- making enough copies of the outline in advance for everybody in the class (including the instructor).

Others in the group who are not the leader must also be prepared to summarize, analyze, and discuss the salient and significant issues presented in your reading.

You will sign up in two weeks in advance for Discussion Leadership and reading assignments. You will probably have one reading assignment per week. The Discussion Leader will receive grades on the outlines that she/he is responsible for creating, and for assuming a leadership role in the discussion in class. I will keep an accounting of the outlines as well as everybody's participation in the class period discussions.

There are approximately 70 readings over the course of the semester, and how many you do will depend on how many people have ultimately enrolled in the course. Based on the enrollment at the time of the writing of this syllabus, you can expect to perform the role of leader approximately 6-8 times over the course of the semester.

Regarding the rest of the reading list for each week, you are expected to read at least one additional selection. Articles are grouped into sections; please select from different sections than the one that you are assigned to outline. The more you read, the more complete will be your participation and comprehension. Comprehension of the content of the readings will be critical for your completion of other course assignments. The goal for the discussions is not to have a series of sequential narrations of what was in each reading, but rather to have a discussion comparing/contrasting the major points offered in each.

Process for submitting the outlines:

Format: The outlines must be submitted in pdf format. The week #, reading, date of your outline, and team and discussion leader names must be at the top of the outline. The file must be no larger than 1MB (please use low res images).

Please adhere to this file naming convention: 673F09_WK01_1st 3 LETTERS OF YOUR LAST NAME_AUTHOR LAST NAME_FIRST WORD OF READING TITLE_2009MONTHDAY that we will review the reading. For example, if I had submitted the outline for this reading:

Banham, Reyner, Ch 1, "Unwarranted Apology", The Well-Tempered Environment,

The file name would be:

673F09_WK02_GAR_BANHAM_WELL_20090915.

If the reading title is a chapter, as in this reading:

Kibert, Charles, Ch 5, pp111-126, Sustainable Construction

Then follow this example:

673F09_WK03_GAR_KIBERT_CH5_20090929.

When: Outlines are due by the Monday preceding class, at 10:00pm.

Where: Outlines must be emailed to me by 10:00pm, and posted to Blackboard by 10:00pm. On Blackboard, there are weekly folders set up for you, in which to post your outlines. Go to ARCH673 SEC - 0101 FALL 2009:BUILDING CULTURE > COURSE DOCUMENTS and you will see the weekly folders. Let me know if you need instructions for posting.

Illustrated Analyses

There are two assignments: one analysis and one re-synthesis. The first assignment will involve a documentation and analysis of a SD2009 house. The second assignment will involve a critique in the form of design recommendations for advancing the intent of the same SD2009 house that you analyzed.

EVALUATION

Outline Development (Individual)	25%
Discussion Leadership and Contributions	25%
Assignment*: Solar Decathlon 2009: Analysis	25%
Assignment*: Technology & Tradition: Towards a New Vernacular	25%

*You will have the opportunity to revisit your projects after class discussion. Both of these assignments are due in final form the day of the final exam for this class.

TEXT, BIBLIOGRAPHY

There are no assigned texts. Readings found in this Syllabus are on reserve in the Architecture Library. See Schedule for readings.

COURSE POLICIES

In addition to the information below, see end of the Syllabus: Boilerplate.

Regarding out-of-class-time communication, I will communicate with you by email, so please check your email regularly, using your email that you have registered in UMEG. You must use the email that you used to register for the class. I cannot change the email address that UMEG has on file for you.

II COURSE SCHEDULE AND READINGS:

Following is a schedule for Arch 673. The syllabus is subject to change during the semester. **Note: See below for course meeting changes for 22 September.**

INTRODUCTION, HYPOTHESIS

Week 1: Tuesday 2009.09.01

review: introduction
course syllabus
in-class reading: Hawken, Paul, "Preface,"
[Sustainable Architecture White Papers](#)

.....
assign: ***Hypothesis, and How We Got To Where We Are, Pt I***

Orr, David, "Architecture, Ecological Design, and Human Ecology", [The Green Braid](#)
Allen, Barbara, "Cyborg Theories and Situated Knowledges," [The Green Braid](#)

HOW WE GOT HERE / BETTER LIVING THROUGH TECHNOLOGY

Week 2: Tuesday 2009.09.08

review: Week 1 readings:
Hypothesis, and How We Got To Where We Are, Pt I

.....
assign: ***How We Got to Where We Are, Pt 2***

Banham, Reyner, Ch 1, "Unwarranted Apology", [The Well-Tempered Environment](#)

Banham, Reyner, Ch 2, "Environmental Management", [The Well-Tempered](#)

Banham, Reyner, Ch 3, "A Dark Satanic Century", [The Well-Tempered Environment](#)

Banham, Reyner, Ch 4, "The Kit of Parts: Heat and Light", [The Well-Tempered](#)

Banham, Reyner, Ch 5, "Environments of Large Buildings", [The Well-Tempered....](#)

Banham, Reyner, Ch 6, "The Well Tempered Home", [The Well-Tempered](#)

Banham, Reyner, Ch 7, "The Environment of the Machine Aesthetic", [The Well-T...](#)

of related interest, but not assigned:

Giedion, Siegfried, [Mechanization Takes Command](#)

Week 3: Tuesday 2009.09.15

review: Week 2 readings:
How We Got to Where We Are, Pt 2

.....
assign: ***How We Got to Where We Are, Pt 3***

Banham, Reyner, Ch 8, "Machines à Habiter", [The Well-Tempered Environment](#)

Sobin, Harris, "From L'air Exact to L'Aérateur", [The Green Braid](#)

Banham, Reyner, Ch 9, "Towards Full Control", [The Well-Tempered Environment](#)

Addington, D. Michelle, "Goodbye, Willis Carrier", [The Green Braid](#)

Banham, Reyner, Ch 10, "Concealed Power", [The Well-Tempered Environment](#)
Banham, Reyner, Ch 11, "Exposed Power", [The Well-Tempered Environment](#)

Banham, Reyner, Ch 12, "A Range of Methods", [The Well-Tempered Environment](#)
Banham, Reyner, Ch 13, "A Breath of Intelligence", [The Well-Tempered Environ...](#)

Week 4: **Monday** **2009.09.21, 7:00pm** **NOTE DATE CHANGE**

review: Week 3 readings:
How We Got to Where We Are, Pt 3

.....
assign: ***More History of the Recent Past***

Kibert, Charles, Ch 5, pp111-126, [Sustainable Construction](#)

Samuels, R, and Prasad, D, Eds, Ch 8., Environmentally benign architecture:
beyond passive", [Global Warming and the Built Environment](#)

Lstiburek, Joseph, "Introduction", [Builder's Guide to Mixed-Humid Climates](#)
Mead, Phillip, "Unhealthy Energy Conservation Practices", [The Green Braid](#)

Krippner, Roland, "Solar Technology – From Innovative Building Skin to Energy
Efficient Renovation", in [Solar Architecture](#), (Schittich, Ed.)

Week 5: **Tuesday** **2009.09.29**

review: Week 4 readings:
More History of the Recent Past

.....
assign: ***Fast Forward to 2009: The Solar Decathlon, Pt I***

Zaretsky, Michael, Preface, Intro, [Precedents in Zero-Energy Design](#)
Zaretsky, Part III Analysis, (refer to Parts I and II) [Precedents in Zero-Energy Design](#)
Zaretsky, Conclusion, [Precedents in Zero-Energy Design](#)

Assignment #1: Analysis

SD website review
Select house to analyze and synthesize, download drawings

FAST FORWARD.....THE SOLAR DECATHLON

Week 6: **Tuesday** **2009.10.06**

review: Week 5 readings:
Fast Forward to 2009: The Solar Decathlon, Pt I
progress:
Assignment #1: Analysis

.....
assign: ***Fast Forward to 2009: The Solar Decathlon, Pt II***
Field Trip

Week 7: Tuesday 2009.10.13

review: Week 6 readings:
Fast Forward to 2009: The Solar Decathlon, Pt II
progress:
Assignment #1: Analysis

.....
assign: **Field Trip, continued**

SD2009 documentation download and analysis, continued
SD2009 documentation download and analysis, continued

WHERE DO WE GO FROM HERE?

Week 8: Tuesday 2009.10.20

review: Week 7:
Field Trip
progress:
Assignment #1: Analysis

.....
assign: **Where Do We Go From Here?, Pt I**

everybody: peruse www.asknature.org

Benyus, Janine, Ch 3 "How Will We Harness Energy?", [Biomimicry](#)
Benyus, Janine, Ch 4, "How Will We Make Things?", [Biomimicry](#)

Van der Ryn, Sim, [TBD](#), [Ecological Design](#)
Van der Ryn, Sim, [TBD](#), [Ecological Design](#)

McDonough, W., & Braungart, M, "Eco-Effectiveness," [Cradle to Cradle](#)
McDonough, W., & Braungart, M, "Waste Equals Food," [Cradle to Cradle](#)

Week 9: Tuesday 2009.10.27

review: Week 8 readings:
Where Do We Go From Here?, Pt I

.....
assign: **Where Do We Go From Here? Pt 1, continued**

Heschong, Lisa, Necessity, [Thermal Delight in Architecture](#)
Heschong, Lisa, Delight, [Thermal Delight in Architecture](#)

Heschong, Lisa, Affection, [Thermal Delight in Architecture](#)
Heschong, Lisa, Sacredness, [Thermal Delight in Architecture](#)

Roaf, Sue et al, Chapter 1, "Building as Analogy," [Ecohouse](#)

Week 10: Tuesday 2009.11.03

review: Week 9 readings:
Where Do We Go From Here? Pt 1, continued

assign: **Where do we go from here, Pt 2**

Scheer, Hermann, "Energy Change", from Energy Manual, (Hegger, et al)
Kaltenbrunner, Robert, "Architecture, and Sustainability – a Difficult Relationship",
from Energy Manual, (Hegger, et al)
Hegger, Mangred, "Doing Things Right – On Efficiency and Sustainability",
from Energy Manual, (Hegger, et al)
Herzog, Thomas, "Solar Architecture", from Energy Manual, (Hegger, et al)
Petzinka, KH, and Lenz, B, "Planning and Building in Life Ccles," from Energy
Manual, (Hegger, et al)

Samuels, R, and Prasad, D, Eds, Ch 7., "Gobal Warming", Global Warming and the
Built Environment

Week 11: Tuesday 2009.11.10

review: Week 10 readings:
Where do we go from here, Pt 2

assign: **Where do we go from here, Pt 2, continued**

Kibert, Charles, **TBD**, Construction Ecology
Kibert, Charles, **TBD**, Construction Ecology
Kibert, Charles, **TBD**, Construction Ecology

Lechner, Norbert, **TBD** Heating, Cooling, and Lighting
Lechner, Norbert, **TBD** Heating, Cooling, and Lighting
Lechner, Norbert, **TBD** Heating, Cooling, and Lighting

OF TRADITION AND TECHNOLOGY: TOWARDS A NEW VERNACULAR

Week 12: Tuesday 2009.11.10

review: Week 11 readings:
Where do we go from here, Pt 2, continued

assign: **Of Tradition and Technology: Towards a New Vernacular (Readings, Pt 1)**

Roaf, Susan et al, Ch 3, "Pushing the Envelope," EcoHouse
Roaf, Susan et al, Ch 5, "VENTILATION," EcoHouse
Roaf, Susan et al, Ch 7, "Passive Solar," EcoHouse
Roaf, Susan et al, Ch 10, "Water," EcoHouse

Roaf, Susan et al, Ch 8, "Photovoltaics," EcoHouse
Roaf, Susan et al, Ch 9, "Solar Hot Water," EcoHouse
Roaf, Susan et al, Ch 11, "Wind," EcoHouse
Roaf, Susan et al, Ch 13, "Ground Source Heat Pumps," EcoHouse

Week 13: Tuesday 2009.11.17

review: Week 12 readings:
Of Tradition and Technology: Towards a New Vernacular (Readings, Pt 1)

assign: ***Of Tradition and Technology: Towards a New Vernacular (Readings, Pt 2)***
Assignment #2: Towards a New Vernacular

Hegger, Manfred, "From Passive Utilization to Smart Solar Architecture", in Solar Architecture, (Schittich, Ed.)

Hegger, Manfred, et al, Ch entitled Building Envelope, Energy Manual
Hegger, Manfred, et al), Ch entitled Building Services, Energy Manual
Hegger, Manfred, et al), Ch entitled Building Materials, Energy Manual

resources: fyi, useful for Assignment #2. Books noted below are on reserve.

www.asknature.org

Kwok, Aison, and Grondzik, Walter, The Green Studio Handbook
Hastings, R., and Wall, M., Sustainable Solar Housing
Roaf, Sue, et al, 25 Case Studies, EcoHouse
Stange, Alanna, and Hawthorne, Christopher, The Green House
Steven Winter Associates, Passive Solar Construction Handbook
Trulove, James, G, New Sustainable Homes
Rosenbaum, Mark, "The Hanover House", Sustainable Architecture White Papers,
(Earth Pledge Foundation)
Stone, Laurie, "A Passive Solar Straw Bale School", Sustainable Architecture White Papers,
(Earth Pledge Foundation)

Week 14: Tuesday 2009.11.24

review: Week 13 readings:
Of Tradition and Technology: Towards a New Vernacular (Readings, Pt 2)

assign: ***Of Tradition & Technology: Towards a New Vernacular (Case Studies, Pt 1)***

Tanzer, Kim, and Longoria, Rafael, "Introduction" to Building Practices,
p 195, The Green Braid

Reich, Jonathan, "Poetic Engineering and Invention", The Green Braid

Buntrock, Dana, "Terunobu, Fujimore," The Green Braid

Wallick, Karl, "Making Smartwrap", The Green Braid

Week 15: Tuesday 2009.12.01

review: Week 14 readings:
Of Tradition & Technology: Towards a New Vernacular (Case Studies, Pt 1)
progress:
Assignment #2: Assignment #2: Towards a New Vernacular

assign: ***Of Tradition & Technology: Towards a New Vernacular (Case Studies, Pt 2)***

Rosenthal, Elisabeth, "No Furnaces but Heat Aplenty in 'Passive Homes'",
The New York Times

Grondah, Mika, "Snug and Tight", The New York Times

Murcutt, Glenn, TBD, A Singular Architectural Practice
Murcutt, Glenn, TBD, A Singular Architectural Practice

KTH Reading, TBD
Prefab Reading, TBD

resources: see Week 13
of use (library does not have, but check out amazon.com:
IBO Österreichisches Institut für Baubiologie und -ökologie (Editor), xxxxxx,
Passivhaus-Bauteilkatalog: Ökologisch bewertete Konstruktionen | Details
for Passive Houses: A Catalogue of Ecologically Rated Constructions

Week 16: Tuesday 2009.12.08

review: Week 15 readings:
Of Tradition & Technology: Towards a New Vernacular (Case Studies, Pt 2)
progress:
Assignment #2: Assignment #2: Towards a New Vernacular

.....
assign: **Continue Assignment #2: Towards a New Vernacular**

resources: see Week 13

Week 17: Tuesday 2009.12.15, 7:00pm

FINAL EXAM <http://www.testudo.umd.edu/soc/exam200908.html#6pm>

review:
Assignment #2: Towards a New Vernacular
Conclusions

III COURSE RESOURCES

You may log onto Blackboard to see continuing updates to the Course Reserves.

ARTICLES:

"Passive House Takes Root in the US", [Home Energy Magazine](#)
Kernigas, Mike

"No Furnaces but Heat Aplenty in 'Passive Homes'", [New York Times](#)
Elisabeth Rosenthal

"Snug and Tight", [New York Times](#)
Grondahl, Mika,

BOOKS, Listed By Title:

[Biomimicry : innovation inspired by nature](#)
Benyus, Janine M.

[Construction ecology : nature as the basis for green buildings](#)
Kibert, Charles, Sendsimir, Jan, and Guy, G. Bradley

[Cradle to Cradle](#)
McDonough, William, and Braungart, Michael

[Design With Climate: Bioclimatic Approach to Architectural Regionalism](#)
Olgyay, Victor

[Ecohouse : a design guide](#)
Roaf, Susan.

[Ecological design](#)
Van der Ryn, Sim.

[Energy Manual: Sustainable Architecture](#)
Hegger, Manfred; Fuchs, Matthias; Stark, Thomas; Zeumer, Martin

[Glenn Murcutt: A Singular Architectural Practice : 2002 Laureate of the Pritzker Architecture Prize](#)
Murcutt, Glenn.

[Global warming and the built environment](#)
Samuels, Robert, and Prasad, Deo

[Heating, cooling, lighting : design methods for architects](#)
Lechner, Norbert

[New sustainable homes](#)
Trulove, James Grayson

[Passive solar design and construction handbook](#)
Steven Winter Associates

[Precedents in Zero-Energy Design: A Graphic Analysis of the 2007 Solar Decathlon Houses](#)
Zaretsky, Michael

[Solar architecture : strategies, visions, concepts](#)
Schittich, Christian

[Sustainable construction : green building design and delivery](#)
Kibert, Charles

Sustainable Solar Housing

Hastings, Robert, and Wall, Maria, Eds.

The architecture of the well-tempered environment

Banham, Reyner

The builder's guide to mixed climates : details for design and construction

Lstiburek, Joseph W.

The green braid : towards an architecture of ecology, economy, and equity

Tanzer, Kim, and Longoria, Rafael

The green house : new directions in sustainable architecture

Stang, Alanna, and Hawthorne, Christopher

The green studio handbook : environmental strategies for schematic design

Kwok, Alison, and Grondzik, Walter

Thermal Delight in Architecture

Heschong, Lisa.

IV RELATED EVENTS, FIELD TRIPS, AND OTHER INFO

Solar Decathlon 2009

October 9-13 and 15-18, 2009

www.solardecathlon.org

"For three weeks in October 2009, the U.S. Department of Energy will host the Solar Decathlon—a competition in which 20 teams of college and university students compete to design, build, and operate the most attractive, effective, and energy-efficient solar-powered house. The Solar Decathlon is also an event to which the public is invited to observe the powerful combination of solar energy, energy efficiency, and the best in home design.

Exact dates of the 2009 event are:

Oct. 8-16—Teams compete in 10 contests

Oct. 9-13—Houses are open to the public

Oct. 15-18—Houses are open to the public

Oct. 19-21—Teams disassemble their houses.

The Solar Decathlon houses will be open for public tours 11 a.m. –3 p.m. Monday–Friday and 10 a.m.–5 p.m. Saturdays and Sundays. Please note that all homes will be closed Wed., Oct. 14."

Solar Homes Tour

October 3 & 4, 2009

<http://www.solartour.org/>

"2009 19th Annual Washington DC Solar Tour of Homes

Welcome to the 2009 Washington, DC Tour of Solar Homes and Buildings. Part of the American Solar Energy Society (ASES) National Tour of Solar Homes. This year we have 61 homes scheduled to be on the tour throughout Maryland, DC and Virginia. Check back often as we update our website with information on the upcoming tour. In the meantime feel free to browse the site to check out what we did in 2008."

DC Green Festival

October 10 & 11, 2009

<http://www.greenfestivals.org/>

"At Green Festivals™, a joint project of Global Exchange and Green America, we're celebrating what's working in our communities—for people, business and the environment. Here, green means safe, healthy communities and a strong local economy. Join us at the nation's premier sustainability events, where you will see the best in green. Enjoy more than 125 authors, leaders and educators; great how-to workshops; cutting-edge films; fun activities for kids; organic beer and wine; delicious vegetarian cuisine and diverse live music."

V COURSE POLICIES AND BOILERPLATE

University Policies:

Reminders about academic integrity:

<http://www.faculty.umd.edu/teach/integrity.html>

Honors Pledge:

<http://www.umd.edu/honorpledge>, <http://www.jpo.umd.edu/aca/honorpledge.html> Arrangements for

students with disabilities:

<http://www.faculty.umd.edu/teach/disabilities.html>, and <http://www.jpo.umd.edu/aca/honorpledge.html>

Policy on religious holidays:

<http://www.faculty.umd.edu/teach/religious.html>, and

<http://www.faculty.umd.edu/teach/attendance.html>.

Attendance policy including handling of religious holidays, inclement weather, and excused absences:

<http://www.faculty.umd.edu/teach/attendance.html>

Grading procedures:

<http://www.faculty.umd.edu/teach/grading.htm>

Due dates:

<http://www.faculty.umd.edu/teach/attendance.html#religious>, for papers/projects and exam dates including final exams

Course Evaluation

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Communication:

Regarding out-of-class-time communication, we will communicate with you by email, so please check your email regularly. We have set up a course reflector, using the UMEG information on file. You must use the email that you used to register for the class. We cannot change the email address that UMEG has on file for you.

Contingency Plan should the University be closed due to weather or other events:

We will communicate with you by email, regarding how courses will be continued/completed in case of an emergency that will close the University for an extended period of time

Academic Integrity

A scholarly community built on individual responsibility and mutual trust is the foundation for learning. The University of Maryland has approved a Code of Academic Integrity. This code applies to this class; please read it (<http://www.jpo.umd.edu/conduct/conduct.html>).

This class's policy on collaboration: The ability to communicate and work with others is highly valued in professional practice. This class will provide unparalleled experience in interdisciplinary group work. You are expected to contribute your proportionate share to the group assignment and understand all parts of your group's products, not just your own part.

In addition, this class will include individual assignments. You are encouraged to discuss the individual assignments together if you wish. However, we expect you to take responsibility for your learning and submit your own work. We cannot and will not condone copying others' work or otherwise claiming someone else's work as your own (this includes material found on the Internet). Identical or nearly identical (instructors' judgment) submissions will not be accepted.

Authorship of Work:

Any work that is judged to be either wholly or in part based on the work of another student or author (published or not), which is not properly credited (i.e. Footnoted), will be considered plagiarism, and therefore failing to meet the major educational objectives of the University of Maryland. In addition, all design projects, drawings, models tests, etc., submitted by students enrolled in ARCH 478X must be entirely the product of the individual student or team. Plagiarism undermines the integrity of the individual, his or her fellow students, and the entire university community at large. It is for this reason that students who have committed plagiarism in this course will receive a failure for a final course grade, and appropriate steps will be taken in accordance with university policy prohibit future occurrences. No warnings will be issued.

Religious Observances

In accordance with University policy, students shall be given an opportunity, whenever feasible, to make up in a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor in advance (one week) of any intended absences or due date adjustments for religious observances. <http://www.testudo.umd.edu/soc/atedasse.html>.

Attendance, Excused, and Unexcused Absences:

See <http://www.faculty.umd.edu/teach/attendance.html>, and <http://www.testudo.umd.edu/soc/atedasse.html>
Attendance in lectures is required in order to achieve the strongest performance. Attendance is required for the entire class period. During this time presentations, and discussions will be held. Class participation is strongly encouraged.

Effect of Unexcused Absences on Grade:

Participation in class discussions of readings, as well as in team meetings, assigned Saturday workshop, Team Package work/crit sessions comprises 20% of your grade. Unexcused absences will have a negative effect on your participation grade.

Ownership of Work:

Any design project, drawing or model that is submitted for academic credit is recognized by the University of Maryland and the School of Architecture to be the equivalent to a formal examination. Therefore, upon submission, in addition to all examinations, all projects, drawings and/or models become the property of the School of Architecture. Generally, University regulations require the professor to retain all examinations for a period not less than one academic year. However, in practice, projects submitted to the School of Architecture are usually returned to the individual student for inclusion in their academic portfolio. The School of Architecture does reserve the right to retain certain projects or exams for use in publicity, display, or other official uses. In addition, projects or exams may be retained for archival reasons or in cases of grade disputes. In all cases, projects and exams will be made available to the authors for photocopying.

Late Work:

Late work will not be accepted unless it qualifies as Excused (See: guidelines provided in Attendance). All assignments are due at the date and time indicated. Late assignments will be downgraded one letter grade per day late.

Incomplete Work:

Incomplete work is generally discouraged. Severe incompleteness will result in the down-grading of individual assignments based upon the degree of incompleteness. All assignments are due in completed form at the date and time indicated

Grading:

Grading procedures: <http://www.faculty.umd.edu/teach/grading.htm>

For the purposes of internal course grade calculation, the following minimum grade values will be used:

A+	=	98.5									
A	=	95.0	B	=	85.0	C	=	75.0	D	=	65.0
A-	=	91.5	B-	=	81.5	C-	=	71.5	D-	=	60.0
B+	=	88.5	C+	=	78.5	D+	=	68.5	F	=	≤59.0

Semester grades will be 'curved' based upon the performance of the entire Architecture 600 class. This means that the individual project and exam grades reflect only an approximate standing of the student's performance. Consequently, this means that it is entirely possible for a student with an average of C- for the entire semester to receive a D+ after the grade has been curved. Individual project and exam grades will be weighted, based upon the assigned percentages. Abnormal fluctuations in individual project or exam grades will be taken into account in the determination of final grades. Individual projects will contain specific criteria for grading (i.e., in some projects preliminary reviews, daily assignments, etc., may figure in to the project grade). For any graphic or model work craftsmanship, precision, and accuracy will be taken into account for grading purposes. Class participation is required.