DESIGN | BUILD COLLABORATIVE II

ARC434 | summer2014 | 3 CREDIT HOURS | rm122
Monday 8:00 am – 2:30pm (1 hour lunch)
with paid construction experience
tuesday & wednesday 7:15- 5:00 (1 hour lunch)
school of architecture | college of applied sciences and arts | southern illinois university carbondale, il

"I’ll Live
As I’ll work
As I am
No work in Fashion for Sham
Frank Lloyd Wright, Declaration Of Independence, T Square and Triangle Verses,
Oak Park Workshop, 1896

The only way you can build, the only way you can get the building into being, is through the measurable. You must follow the laws of nature and use quantities of brick, methods of construction, and engineering. But in the end, when the building becomes part of living, it evokes unmeasurable qualities and the spirit of existence takes over. – Louis I. Kahn

catalog description
Preservation Summer. (Same as HIST 496B) Field Experience in research and historic preservation issues related to regionally and nationally significant historic sites in southernmost Illinois between the Ohio and Mississippi rivers. Not for graduate credit. Special approval needed from the instructor. M-F 2013 Summer session. Limit 10 for the class.

abstract
This summer session course will serve as an introduction to the complexities of construction and construction administration for architectural students with a focus on historic structures. Students will actually participate in the construction/renovation process for a home in Cairo, IL. The students will learn the role of the architecture professional on a job site for the service of the client and the community. The project is an existing historic home in Cairo, IL, that is documented and a plan for its renovation along with construction documents were completed in the spring studio Design Build Collaborative I course. The students at the construction site will be working in collaboration with the Delta Center cohorts. This renovation will take into
account client needs and will be completed for human occupation. The students will also be paid for work at
the job site and will be provided transportation to and from Cairo. Limit 10 for the class.

course objectives

1. Learn about the architecture construction process through a community based service project which
seeks to better the quality of life for those that inhabit the surrounding region of Southern Illinois and the
Upper Mississippi River Delta.

2. Understand and experience the construction process for a small architectural project.

3. Learn about the roles of an architect, construction administration and construction manager and interact
with the client, the community, the regulatory bodies, and the full design team during the construction
phase of a small architectural project.

4. To learn about green construction and how the LEED process works during the construction phase.

5. To produce photo documentation of the build process.

6. To document your daily work on the job site in a journal and on blogs, writing about the challenges and
issues related to construction, design and their relationships.

7. To develop a good PEER/MENTOR relationship with the YouthBuild cohorts.

8. Develop a general understanding of working on a team and the roles of all of those involved with the
design and construction of a project. Begin to develop a construction skill set centered on a communal
working environment.

9. Understand the principles, materials, means and methods, and sustainable practices necessary to
renovate a single family residence.

10. Develop an understanding of the process of historically preserving an existing, historically significant
building.

methodology

This course will be part construction work and part learning and not as a traditional studio or lecture format
with which you are familiar. We will have one day of class meetings, Monday (8:00-2:30) where students
and faculty will come together to discuss the topics related to the construction site, to track weekly progress,
to learn and to discuss project tasks. These class days will also serve as a forum for guest speakers,
community participants, and other invited guests to come and speak to the whole group about topics
pertinent to the course and the tasks currently underway. On Tuesday and Wednesday you will be driven
to the construction site as appropriate to the job schedule to work on the actual construction in a paid
position. In addition, at specific junctures, we may schedule time to meet with local professionals, tour historic
properties and meet with others involved with the project or work on our classroom activities.

This course is intended to be interactive and, as such, you are expected to be an active participant in the
learning environment by asking and answering questions, discussing your work and the work of your peers,
actually working and participating in group discussions on class meeting days and working all day on the
job site with the tasks assigned by the Youth Build construction manager. Desire 2 Learn will be used
throughout the semester in a variety of ways. All handouts and project documentation will be available on this site.

requirements

1. Every member of the class will take an **active** role in ensuring its quality.

2. You are required to be present Monday - Wednesday and to be working/listening/etc the entire time. You are required to be at each **meeting on time**. You are to be **on time for your ride to the jobsite** just as also required for the YouthBuild participants. You cannot be late, leave early, run errands or schedule other appointments. The atmosphere will be **professional** in the meetings, workroom, classroom with no cell phones in use, no broadcast music, and no loud conversations that will distract others from working productively. You must come prepared and fully equipped to work diligently for its entirety. The Collaborative workroom will be kept neat and clean and all Collaborative resources will be kept in the workroom. You will treat everyone else in the class with respect and dignity.

3. You will come to office meetings with all necessary investigations complete (including having all work printed out prior to the start of any meeting) and **fully prepared** to engage in a critical discussion of your work and its contributions to the larger project investigations/knowledge.

4. **Time management** is a well-known problem for architecture/interiors students especially so for an eight week long class. You will need to keep ahead of deadlines by making regular progress on your project rather than doing last minute work. And remember, your deadlines are also the deadlines of your classmates and the YouthBuild program.

5. **Attendance is mandatory** for the entire eight weeks (unless approved in advance due to unforeseen issue). You are required to notify your instructor of any emergencies or other disruptions to your schedule. In order to receive an excused absence for a missed classroom time (or tardy), you must notify your instructor of your reason for missing a meeting no more than three days after the day missed (or the last day missed if there was more than one consecutive class missed). Due to the short time frame for this class absences and tardies are not acceptable. On the days that you are paid, you are expected to show up in order to be paid.

6. **ANY** act of plagiarism will result in **automatic failure of the class** and may result in dismissal from the program per university policy on such offenses. Any reference material used in assignments and with regards to project research must be sourced properly. Please review the Student Conduct Code for university policies and definitions of plagiarism. Product information found free on the web should also be documented and should be used as appropriate throughout the course. Drawings, details, or digital files that are required for your use in this class will be provided by your instructor. You are forbidden from using these files from other sources except as prescribed by your instructor during the course of the class.

7. You are expected to comply fully with the regulations posted in the computer labs as well as with all policies of Southern Illinois University-Carbondale and the Student Conduct Code.

8. If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with Disability Support Services (DSS) to help us determine appropriate academic accommodations. DSS (618,453.5738; http://disabilityservices.siu.edu/) typically recommends
accommodations through a verification form provided to the student. Any information you provide is private and confidential and will be treated as such.

9. **Ask questions!!!** If you do not know something, are unsure about something, feel lost, etc., etc. please hunt me down during class, on the jobsite, during office hours, or if you happen to see me in the hallway and I have a moment to chat.

### basic structure

- 10 students only for the SIU class; 7 students will work on the job site and 3 students will work as research assistants
- **M** – in SIU class 8:00-2:30
- T, W - working at job site **Meet at SIUC for drive to site at 7:15** (7:15 – 8:15 and 3:30 - 5:00 travel to and from site)
- research assistants – location will vary but you are expected to be in attendance at the SIU class time and working an 8 hour day doing research the days that your classmates are on the job site
- OSHA training required: Monday, June 09 and June 16 at Quigley RM122
- Must follow all SIU rules of conduct and SIU and Youth Build Handbook

### course breakdown

1. Document all your daily work on the job site in a journal. This journal will be a written and photo exploration of the multiple aspects of working on a job site within a community.
2. Develop peer/mentor relationships
3. Class activities/assignments focused on historic preservation, restoration and renovation.
4. Class activities/assignments focused on LEED and how it is documented in the construction process.
5. Class activities/assignments focused on how the construction process works along with roles and responsibilities.
6. Class activities/assignments related to the actual hands on construction activities that we will be performing.
7. Class activities/assignments about construction administration.

You will receive a midterm evaluation and an exit evaluation during which I will review with you your performance to date in the class. This evaluation will center on our evaluation of your work, but will also include peer evaluation and evaluation solicited from other course participants as necessary. If you believe you deserve a better evaluation than you received, please submit in writing a detailed description of your reasoning and it will take it into account. No extra credit will be available in this class.

### grading

Grading for this course will be on a traditional 10 point scale (100-90 = A, 89-80=B, etc.). Grades for this course will not be curved and there is no extra credit available. Factors influencing your grade this semester in addition to your scores on assignments and exams/quizzes are, but are not limited to:

- the degree to which your work demonstrates an understanding of and an engagement with the objectives of the class, and the degree to which it exceeds the minimum requirements
- a willingness and ability to initiate self-directed research in support of your work
• an ability and willingness to contribute, through your individual efforts, knowledge and understanding in the subject areas
• timely completion of assignments and tasks
• attendance and participation within the classroom environment and on the job site

Please note that hard work, although critical to success, does not guarantee any sort of success. The same goes for being in class every day and turning everything in on time. The number of all-nighters you pull has no bearing on your grade. Below you will find the grading criteria that will be used in this course for your projects:

“A” - Exceeds Expectations: Not only fulfills the objectives of the course syllabi and problem statements, but extends them through new discoveries, and insights, beyond their stated scope. Demonstrates a high degree of professional dedication, rigor, passion and skill and has developed an ability to build upon feedback from a variety of sources. The work is rigorously thought through and well crafted. An “A” project is one that is superior in a number of dimensions.

“B” - Fulfills Expectations: Meets the stated objectives of the course syllabi and project statements, while also elaborating on the stated issues through independent investigations that lead to developments in the work. Demonstrates an average degree of professional dedication, rigor, passion and skill and is developing an ability to build upon feedback from a variety of sources. The work is competently thought through and well crafted. A “B” project is one that distinguishes it from the average.

“C” - Under-Achieves Expectations: Minimally meets the basic requirements of the course syllabi and project statements, without meeting the larger qualitative objectives. Demonstrates a low degree of professional dedication and require constant guidance. While demonstrating an understanding of the problem, basic design and communication skills are minimally met. Time management and the breadth and depth of the student’s investigations are lacking. Although reasonably well crafted the work does not communicate inquisitiveness, systematic rigor and resourcefulness. A “C” project is one that is average and acceptable.

“D” - Does Not Meet Most Expectations: Deficient work does not meet many of the basic requirements and objectives of the course. The work is often fragmentary, lacking synthesis, incomplete, and thought of as simply fulfilling an assignment due on a particular day rather than an opportunity to develop as an architect or interior designer. These students generally suffer from the following deficiencies: lack of professional dedication, a closed-minded attitude, lack of time management skills, lack of basic professional design and communication skills. As in any professional office, deficient work is not acceptable.

“F” - Fails all expectations

INC (Incomplete) - This grade will not be assigned unless all the requirements of the University and the School are met. Those requirements include: 1) an extraordinary circumstance outside the students’ control that interfered with completion of the course, 2) the student was passing the course at the time the INC grade is issued, and 3) an approved INC grade agreement has been executed between the student and the instructor. Students given an INC may not enroll in any course for which this course is a prerequisite until the INC has been satisfied.

texts

recommended texts

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings in Quigley Hall and elsewhere on campus, on the BERT website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation of sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

If an evacuation of Quigley Hall is required during an emergency, ALL School of Architecture students, faculty, and staff (from all three programs) are to gather ASAP after existing in the grassed area east of the Quigley Courtyard and covered walkway area to determine if there are people unaccounted for at that particular time. There are four School of Architecture faculty members that are part of the SIUC Quigley Hall BERT Team (Brazley, Frisch, Studek, and Swenson) who will be facilitating the necessary emergency procedures. There are BERT posters located in numerous public areas throughout Quigley with Quigley Team emergency phone numbers.

Do not hesitate to call 911 if you have any sense of emergency and there is not a faculty or staff person available to immediately assist – There are highly qualified and prepared professionals to make a response decision and to give you advice over the phone.
QUIGLEY HALL EMERGENCY RESPONSE MEETING AREAS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Food and Nutrition</td>
<td>1</td>
<td>Woody Hall grassed area West of Quigley Main Entry</td>
</tr>
<tr>
<td>Child Development Laboratory</td>
<td>2</td>
<td>North Side Quigley beyond Fenced Area</td>
</tr>
<tr>
<td>Social Work</td>
<td>3</td>
<td>Grasised Area NE of Loading Dock and Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td><strong>Grasised Area East of Quigley Patio and the Covered Walkway</strong></td>
</tr>
<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grasised Walkways Area beyond South Entry</td>
</tr>
<tr>
<td>General Classrooms &amp; Auditorium</td>
<td>1, 3, &amp; 4</td>
<td><em>Please instruct those outside faculty, students, and visitors during an emergency</em></td>
</tr>
</tbody>
</table>
Syllabus Attachment
Spring 2014

http://pocaas.siu.edu/

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or sircares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
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INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Lab: http://tutoring.siu.edu/math-tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/.

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/co/home/displaylogin
ADVIEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pveas.siu.edu/
SIU ONLINE: http://online.siu.edu/

IMPORTANT DATES
Semester Classes Begin: 01/13/2014
Last day to add a class (without instructor permission): 01/24/2014
Last day to withdraw completely and receive a 100% refund: 01/26/2014
Last day to drop a course using SalukiNet: 03/23/2014
Last day to file diploma application (for name to appear in Commencement program): 03/27/2014
Final examinations: 05/5 – 5/9/2014

* Note: For outreach, online, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.'s Birthday: 01/20/2014
Spring Vacation: 03/08 - 03/16/2014

WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/undergrad/1314W.pdf

INCOMPLETE POLICY - Undergraduate only
An Incomplete is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An Incomplete must be assigned in a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete must be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/undergrad/1314R.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

STUDENT CONDUCT CODE
http://policies.siu.edu/other_policies/chapter3/conduct.html