

## USCSOA

ARCH470\_SP16

### COURSE SYLLABUS

## Architectural Studies Capstone Seminar

F 10:00 – 12:50 Harris 115A

4 Units

Faculty: Professor Valery **Augustin**      valery@dnaoffice.net  
                 Professor Lauren **Matchison**      lmatchis@usc.edu

### Course Description

ARCH 470: Architectural Studies Capstone Seminar presents candidates for the Bachelor of Science in Architectural Studies degree with the opportunity to engage in and complete a rigorous inquiry into the range of academic and professional resources available at the university during the course of their degree. The course is structured into components designed to assist students in both identifying and investigating a subject consistent with their curricular concentration and relevant to their professional and academic goals. In addition, students will be challenged to critically examine this subject within the broader framework of contemporary architectural discourse and related disciplines.

### Component One – Student Presentations, Research Methods, Reading Response Papers and Discussion Seminars

The first component of the course will bring students together in a seminar/discussion format to learn approaches to academic writing and documenting work, citation of information and the identification of source material specific to each student's curricular concentration. Students will also be tasked with developing an annotated bibliography that illustrates comprehensive research of their selected topic. A series of readings will introduce texts as examples of research involving architectural studies within a larger intellectual context. The readings will serve as a platform for both group and individual discussions and also as the basis for written responses. The written responses are not meant to be summary or interpretation of the material; rather they should critically examine the author's intentions, display an awareness of the topic's relevance to the student's curricular focus and challenge the assertions and/or conclusions made by the author. In addition, students will have the opportunity to develop significant presentation skills through a series of focused verbal Pecha Kucha style presentations .

### Component Two – Student Presentations, Directed Research Paper, and Publication

Informed by the analyses, research and discussions generated in the first component of the semester, each student will develop a 5,000 - 7,000 word paper and present their finding for discussion in the seminar. Successful papers will engage the given context of architectural studies as the framework for a focused exploration of the selected topic. The papers must be supported by an outline, substantiated research, and accompanied by refined graphics and illustrations. An annotated bibliography is considered an integral and fundamental part of the completed paper and will be developed alongside

the final draft submission. The subject of this research will be shared with the class in scheduled Pecha Kucha style presentation sessions during the latter half of the semester.

### **Goals and Objectives**

1. To obtain a thorough understanding of the methodologies and techniques required for the production of academic writing and research.
2. To assist the degree candidate in identifying and developing a directed research paper with a critical focus/agenda that represents both a reflection of the AS in BS program content and a rigorous exploration of the individual students' focus and interests.
3. To develop a critical lens through which to engage visual culture, representation, and signification through visually-based research methodologies

### **Required Text**

Graff, Gerald and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. New York: W.W. Norton, 2014.

### **Grading**

Component One – Research Methodologies, Assignments and Discussions (40%)

Component Two - Directed Research Paper, Discussions and Publication (50%)

Participation (10%)

(percentage breakdown will be provided with each assignment)

### **Attendance Requirement**

A maximum of one absence (excused or unexcused) is permitted, adhering to the University and School of Architecture policies for one day per week courses. After one absence, students will be issued a Letter of Unsatisfactory Progress stating the potential negative impact on their final course grade. Additional absences subsequent to the letter may require the student to consider the option of withdrawing from the course to avoid the possibility of obtaining a failing grade. At a minimum, any students missing a class session will be required to make up the missed session by fulfilling an assignment provided by the faculty consistent with the content and intentions of the course. Students need to inform the faculty of any anticipated absence as soon as it is determined that the student will not be able to attend and explain in writing the nature of the conflict that prevented full participation in the class. Students that are late for class or absent for a part of the class period are liable for a reduced grade or failing grade depending on the extent of the absence and its impact on performance in the class.

The university recognizes the diversity of our community and the potential for conflicts involving academic activities and personal religious observation. The university provides a guide to such observances for reference and suggests that any concerns about attendance or inability to participate fully in course activity be discussed with your instructor at the beginning of the term.

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved

accommodations can be obtained from DSP. Please be sure the letter is delivered to the coordinator(s) as early in the semester as possible. DSP is located in STU 301 and is open 8:30AM-5PM, Monday through Friday. The phone number for DSP is (213) 740-0776.

### **Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/> Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>

### **Critical Dates Spring 2016**

01.11.16	M	Classes Begin
01.18.16	M	University Holiday
01.29.16	F	Last day to register and add classes or drop without "W"
02.15.16	M	University Holiday
03.14.16 – 03.18.16	M-F	Spring Recess
04.08.16	F	Last day to drop with a mark of "W"
04.29.16	F	Last day of classes
05.11.16	M	Final Exam 8-10 AM in HAR 115A
05.13.16	F	Commencement

### **Recommended Reference Material for Writing and Research**

Booth W.C, Colomb G.G, and Williams J.M *The Craft of Research*. Chicago: University of Chicago Press, 2003.

Leedy P.D. and Ormrod J.E. *Practical Research: Planning and Design*. New Jersey: Merrill Prentice Hall, 2005.

Lester, James D. *Writing Research Papers: A Complete Guide*. Boston: Pearson, 2015

Tufte, Edward. *Envisioning Information*. Cheshire: Graphics Press, 1990.

USC Libraries: Research Guides <http://libguides.usc.edu/writingguide>