Arch
694

USC Architecture

ARCH 694: Research Publication Methods for Building Science
Units: 2
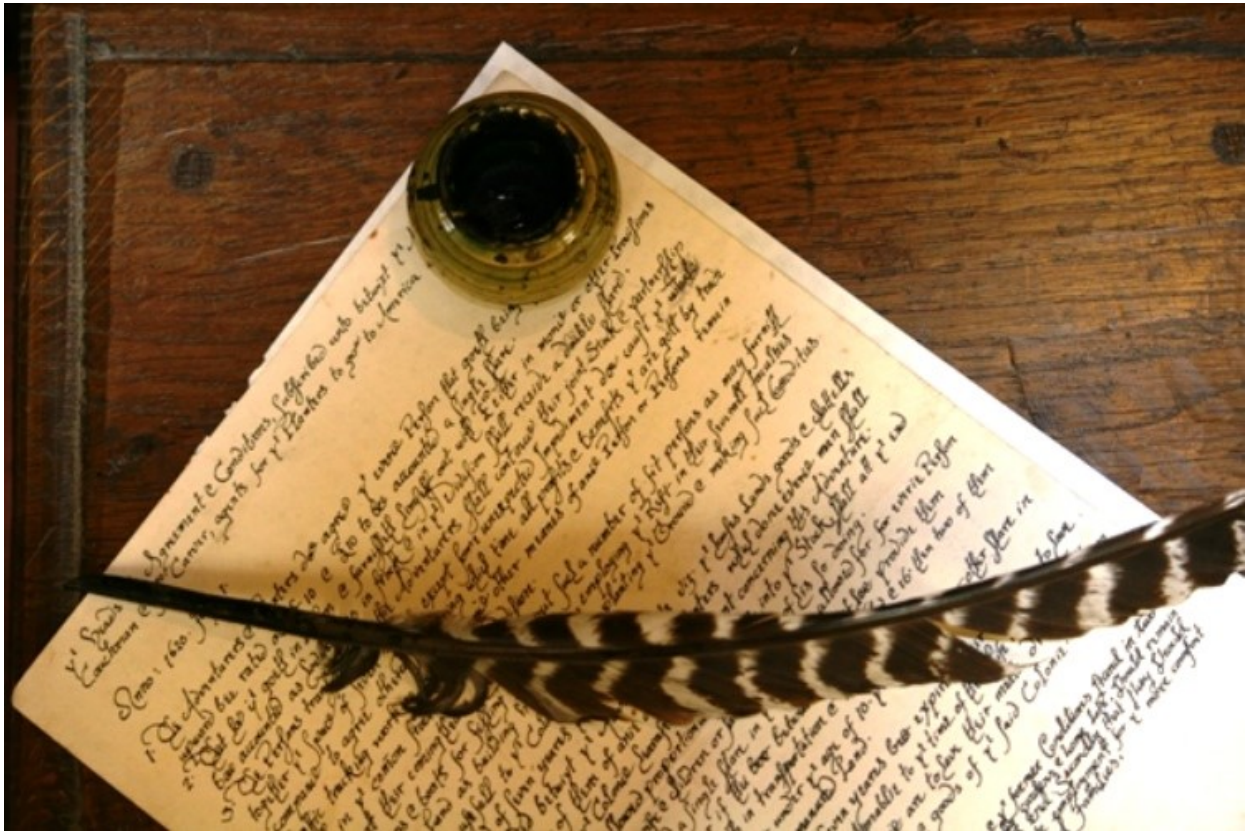**Spring 2018—Monday—12:00-1:50pm**

Location: HAR 102

Instructor: Marc Schiler
Office: WAH 315
Office Hours: M, W, F, 3:00p-6:00p, sign up on white board outside office.
other times arranged by email to marcs@usc.edu

Contact Info: marcs@usc.edu, (213)740-4591 any time, (626)755-1892 emergency only

Sir Isaac Newton's rough draft of "Secrets to Memorization"　　　　　Photo credit: Plimoth
https://www.elitereaders.com/wp-content/uploads/2015/10/1028-newton-5.jpg

Course Description
Technical documentation, graphic representation, and verbal presentation for writing and presenting journal articles and conference presentations in building science.

Learning Objectives
Students will learn how to write the transfer of technical information. They will be able to write technical papers, conference presentations and journal articles in a manner that clearly explains research on and in the built environment to audiences of different backgrounds from the general public to leading edge academics and/or practitioners.
This supports the work done in the School, but especially in the Master of Building Science program.

> **Prerequisite(s):** None
> **Co-Requisite (s):** None
> **Concurrent Enrollment:** None
> **Recommended Preparation**: ARCH 596 Introduction to Building Science Thesis (or equivalent)

Course Notes
The course will include lectures, readings, assignments and in-class discussions. Readings and assignments will be posted on Blackboard, along with the syllabus, most readings and other useful links.

Course Structure
The faculty will critique work in class to establish basic standards and expectations. Then students will "workshop" or critique each other's work. Although you will find this annoying, you will learn a great deal from it and you will take it much more seriously, when you have to teach it to each other. This is similar to students participating in a jury, but more immediate, in smaller groups and sometimes only by written comments.
It is not my job to copy edit your paper. It is my job to launch you on the path of doing it for yourself and for each other.

Technological Proficiency and Hardware/Software Required
A working knowledge of Microsoft WORD is necessary. A portable writing device *must be brought to each class*. Laptops or tablets are preferred, but a pad, pen and paper are acceptable. However, all assignments must be delivered in electronic form by the respective required due date.

Recommended Readings and Supplementary Materials
ARCH 694 Class Handout (available in class and on Blackboard).
Gerson, Sharon J., Steven M. Gerson, Technical Communication: Process and Product, Prentice Hal, 2012, Upper Saddle River, JN. ISBN: 978-0-13—137734-9, (available "used" from Amazon.)
Hacker, Diana, Nancy Sommers, *A Pocket Style Manual,* Sixth Edition (or later), Bedford/St. Martin's, Boston, New York, 2012, ISBN: 978-0-312-54254-2, (available "used" from Amazon for <$8.00.)
Strunk, William, and E. B. White, *The Elements of Style,* Amazon Digital Services, Boston, 2011, ISBN: 1535375450, (Available for free in Kindle Edition at https://www.amazon.com/Elements-Style-William-Strunk-ebook/dp/B005IT0V8O/ref=sr_1_8_twi_kin_1?ie=UTF8&qid=1544814225&sr=8-8&keywords=strunk+and+white+elements+of+style+2018)

Supplementary Websites:
https://owl.english.purdue.edu/owl/
https://community.macmillan.com/community/the-english-community/pages/welcome
http://libguides.mit.edu/c.php?g=176032&p=1159365
https://www.grammarly.com/

Description and Assessment of Assignments

There will be in-class esquisse writing assignments and discussions on pre-assigned readings. Students are expected to arrive in class prepared. Students will present their progress and their work in class. Students will provide a final writing project roughly equivalent to a published paper or a "white paper". If it becomes necessary, some quizzes will review basic grammar and test the need for individual remedial reading.

Grading Breakdown

There will be reading assignments which deal with basic grammar and with topics to be discussed. Students must complete those readings prior to the class. Class participation includes in-class discussion and workshopping the work of other students. You will learn as much from each other as from the instructor. But all must participate and *will be graded on participation.* This is not an opportunity to "grand stand" but is a productive part of the course. Be careful.

Assignments will include an in-class esquisse, several quizzes, and short writing assignments on particular topics. Students will select a final project to submit at the end of the semester, which will require an oral and graphic presentation to the class during the last three weeks.

Assignment	Points	% of Grade
Class Participation	5	5
Assignments (10, 10, 15, 15, 15)	65	65
Final Project	30	30
TOTAL	100	100

Assignment Submission Policy

All class assignments must be submitted in electronic format by the described due date. Assignments may be emailed to the professor at marcs@usc.edu. Filenames will be in the format ARCH694LastameFirstameAssignmentnumberTitleVersion#.doc or .docx or .rtf. *PDF files are not accepted.*

Additional Policies

The professor must approve any excused absences before class. The student is responsible for any missed assignments and the information that was disseminated in class, *and the content of the class discussion.* (This will require the student to obtain notes from another student who attended the class.)

Course Schedule:

For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester. (Please refer to the *Contact Hours Reference,* located at usc.edu/curriculum/resources.) **Warning: Readings and home works will take at least 4 hours per week.** Block out the necessary time.

There are separate assignments on specified topics related to course readings plus a final project of the student's choice. Grades for the Assignment portion of the course are separate from the major project, as noted above.

Students will "workshop" or critique each other's work. To that end, Workshop Teams will be assigned by the faculty. There is nothing better for cementing an understanding of a concept or a process than attempting to teach it. Students will take the principles from the lectures and apply them to their own work. Then they will apply them to their peers' work.

There may be adjustments to the schedule based on the class experience. The faculty will announce any updates and post the revised schedules to Blackboard.

	Topics/Daily Activities	Readings and Homework (Due Next Class)	Deliverable/ Due Dates (Due This Class)
Week 1 Jan 7	**Lecture:** Class Logistics and the Definition of Terms and Objectives **Lecture:** The Format of an Abstract and a Paper. Conferences and Journals **In-Class Esquisse** - Write an abstract or proposal	**Rewrite:** Assignment #1 – Abstract **Read/Browse**: Online Elsevier Guidelines, ASR guidelines, Purdue OWL website, Grammarly https://www.grammarly.com/	NA
Week 2 Jan 14	**Lecture:** MS-Word. Grammar, Grammarly. **Workshop:** Assignment #1 - Abstract	**Read:** Gerson, Appendix A, pp 613-620a (available on BlackBoard.) **Assignment:** Choose a major topic	**DUE**: Rewritten Assignment #1 – Abstract, with proper grammar.- 10 pts
Week 3	**MLK Day**		
Week 4 Jan 28	**Lecture:** Reviewing in WORD, BlackBoard, Dropbox and Google Docs, White Paper **Discuss and Workshop:** Assignment #1 - Abstract	**Read:** Gerson, Appendix A, pp 620b-628 (available on BlackBoard.)	**Prepared to Discuss:** Gerson, Appendix A, pp 613-620a **DUE:** Proposed major topic – Draft
Week 5 Feb 4	**Lecture:** Intellectual Property, Authorship Attribution, Credit, Plagiarism **Discuss and Workshop:** Proposed Major Topics,	**Read:** Gerson Ch 04 Audience… **Read/Browse**: Online Elsevier Guidelines, ASR guidelines, Purdue OWL website **Read** NPR, WSJ articles on BP spill.	**Prepared to Discuss:** Gerson, Appendix A, pp 620b-628 **DUE:** Revised Proposed major topic – 10 pts
Week 6 Feb 11	**Lecture:** Different Audiences: NPR, WSJ - What are the	**Assignment:** Different Audiences	**Prepared to Discuss**: NPR, WSJ articles on BP spill

	differences?		
Week 7	**Presidents' Day**		
Week 8 Feb 25	**Lecture:** Tell a Story, Build a Case. **Discuss and Workshop:** Different Audiences	**Research:** Worst Calamities	**DUE:** Different Audiences -15 pts
Week 9 March 4	**Lecture:** Worst Calamities **Discuss:** Worst Calamities	**Prepare:** Worst Calamities	**Discuss:** Worst Calamities
Week 10 March 11	**Spring Break**		
Week 11 March 18	**Lecture:** Care and scientific method, Global Warming and Sea Level Rise, End of Life on Earth. (DiCaprio video.) **Workshop:** Worst Calamities	**Prepare:** Write Careful Detail: Research Careful Detail, e.g. Sea Level Rise **Read:** Tufte pp TBD on Graphic Representation	**DUE:** Worst Calamities – 15 pts
Week 12 March 25	**Lecture:** Live Presentations, PowerPoint, Tufte **Workshop and Discuss:** Careful Detail	**Read:** Whiteside "Present a Technical Paper"	**DUE:** Careful Detail: Sea Level Rise – 15 pts
Week 13 April 1	**Lecture:** Journal Articles. **Student Presentations:** Final Projects	**Read:** Gerson pp 599 – 604 Visual Aids and Presentations	**DUE:** Final Projects – 30 pts
Week 14 April 8	**Lecture:** Visual Aids. Tufte **Student Presentations:** Final Projects		**DUE:** Final Projects – 30 pts
Week 15 April 15	**Lecture:** Resumes, CVs. **Student Presentations:** Final Projects		**DUE:** Final Projects
Week 16 April 22	**Lecture:** Websites. **Student Presentations:** Final Projects		**DUE:** Final Projects
Week 17 **TBA**	Participation in 2nd Year MBS Final Thesis Presentations	NA	NA
FINAL Date	**Not Applicable / NA**		

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu or to the *Department of Public Safety* http://adminopsnet.usc.edu/department/department-public-safety. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.
The *Office of Disability Services and Programs* at
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.
If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.