

Architecture 120

Fall 2022

## School of Architecture

## AN INTRODUCTION TO ARCHITECTURAL IDEAS AND COMMUNICATIONS

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Time: Normally Wed 2:00 pm to 5:00 pm / Wed Sep 21 3:45 to 5:00 pm  
 In addition, Sep 08, Sep 22, Oct 06, Nov 03, and Nov 17 6:30 pm to 8:00 pm,

*We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.*

## Course Description as Found in the Undergraduate Calendar

This course offers a broad introduction to the evolution of ideas, principles, and vocabulary of architecture over time, establishing the concept that architecture conveys meaning through its own expressive language. It will familiarize students with the primary concepts of architecture; develop an awareness of the influences of architectural form; and introduce students to different modes of verbal and written communication, including the language of architectural criticism, analysis, and interpretation.

## Learning Objectives

See course description.

## Course Requirements and Assessment

Students are expected to attend the regular classes held on Wednesday afternoons, *attend the Arriscraft lectures Praxes of Care: Communication, held at Sep 08, Sep 22, Oct 06, Nov 03, and Nov 17 at 6:30 pm (for full information on lectures and lecturers see <https://waconnect.uwaterloo.ca/groups/praxes-care-communication-arriscraft-speaker-series-fall-2022>)*, keep an individual illustrated notebook of the classes given in Arch 120 and the Praxes of Care presentations (50% of final grade), and undertake a case study of a building undertaken as a group project (50% of final grade).

## Topics & Schedule

- Sep 07 1. Reflections on the Unnatural History of Man-Made Architecture (RJvP); 2. Closet Architecture (Zach Ropel-Morski, Intern Architect).
- Sep 8 *Design as Protest: Organizing for Change (Sophie Weston Chien, Simone Delaney, Victor Zagabe).*
- Sep 14 1. Four Reasons Why Buildings Constructed in the Past Might Matter (RJvP); 2. Beautiful Things We Missed in Traditional Architecture (Professor Salim Ferwati, Qatar University).
- Sep 21 How The Twain Do Meet: A Short History of the Future, Architecture and Indigeneity (Professor David Fortin, UWSA).
- Sep 22 *Advocating for the Right to Healthcare (Lori Brown, Alice Maguire).*
- Sep 28 The Architect: Craftsman, Professional, or God? (RJvP).
- Oct 05 The Architecture Student: Chapters from the History of Architectural Education (RJvP).
- Oct 6 *Citizen power in Informal Cities (Wandile Mthiyane, Richard Dobson, David Fortin). NB: this is an online event with participants in South Africa.*
- Oct 12 Reading Week: No Class.
- Oct 19 Diving in at the Deep End: 1. On Size and Proportion (RJvP) 2. A Short Introduction to the Case Study (Ogulnabat Jumayeva and Jordan Gilbert Crowder, Arch 120 TAs).
- Oct 26 Authority and Rebellion: 1. A Note on the Controversial Crucible of the Canon (RJvP). 2. Revisiting the Canadian Canon (Elsa Lam, Editor, *Canadian Architect*).
- Nov 02 Architecture and the City. 1. On the Principle of Pickling (RJvP). 2. Cities and Conflict: Why Does Architecture Matter? (Dr. Anwar Jaber, UWSA).
- Nov 03 *Surveillance, Violence, and Truth (Shourideh C. Molavi, Alison Killing, Anwar Jaber). NB: this is an online event with participants in the United Kingdom and the Netherlands.*

- Nov 09      Dreaming Out Loud. 1. Utopia (RJvP); 2. The Cumulus (Alexander Josephson, Partisan Architects).
- Nov 16      Praxis. 1. Architecture and the Space of Appearance (RJvP); 2. Architecture as Political Action (Ali Khaja, Madeleine Reinhardt, Nilojan Jegatheeswaran, and Safaa Alnabelsaya, grad students, UWSA).
- Nov 17      *Listening as Architectural Practice (Bruce Haden, Nina Hitzler).*
- Nov 23      The Real World Out There: 1. The Client’s Brief (RJvP); Architect and Builder at Work (Paul Dowling, Dowling Architects / Build).
- Nov 30      One, Two, Three: Reflections on Climate Change, Accelerating Inequity, and the Epidemic of Discontent (Emeritus Professor Donald McKay, UWSA).
- Dec 16      Hand-in of both the journal and the case study.**

In addition to the presentations mentioned, the classes will include regularly returning exercises to develop key architectural skills like, for example, the ability to read architectural drawings, or analyze existing buildings.

## Attendance

One of the most straightforward counsels how to achieve success in an complex and demanding world is the old three-part adage “Show up. Show up on time. Show up on time and prepared.” The Covid pandemic and the resulting online teaching environment has led to much slack in this regard, allowing students (and also others, including professors) to hide behind their screens. To help all of us to re-acquire the necessary habit of being present, both physically and mentally, the TAs will record attendance within the first 30 minutes of each lecture. Unless you have a good written explanation for your late arrival 30 minutes or more after the beginning of the class, or absence, each lecture missed will lead to a penalty of 2.5 points of your final grade. The written explanation need to be received by email within 24 hours after the beginning of the class missed.

## Office Hours

I will keep office hours alternating Wednesdays (Sep 14, Sep 28, Oct 12, Oct 26, Nov 9, Nov 23) from 10:30 to 12:30. Students are welcome to speak to me individually in my office, or we can meet in a small group in the library. Teaching assistants will keep office hours on those Wednesdays that I have to attend UWSA management meetings (Sep 21, Oct 5, Oct 19, Nov 2, Nov 16, Nov 30) from 10:30 to 12:30.

## On Keeping a Notebook

In 1966 author Joan Didion (1934-2021) published the now famous essay “On Keeping a Notebook” in the magazine *Holiday*, which she republished two years later in her bundle of essays *Slouching Towards Bethlehem*. This essay can be easily found on the internet, and I recommend that you will read the complete text, but here, as an encouragement, some quotes that suggest the key argument.

The point of my keeping a notebook has never been, nor is it now, to have an accurate factual record of what I have been doing or thinking. That would be a different impulse entirely, an instinct for reality which I sometimes envy but do not possess. At no point have I ever been able successfully to keep a diary; my approach to daily life ranges from the grossly negligent to the merely absent, and on those few occasions when I have tried dutifully to record a day’s events, boredom has so overcome me that the results are mysterious at best. [. . .] How it felt to me: that is getting closer to the truth about a notebook. I sometimes delude myself about why I keep a notebook, imagine that some thrifty virtue derives from preserving everything observed. See enough and write it down, I tell myself, and then some morning when the world seems drained of wonder, some day when I am only going through the motions of doing what I am supposed to do, which is write — on that bankrupt morning I will simply open my notebook and there it will all be, a forgotten account with accumulated interest, paid passage back to the world out there. [. . .] I imagine, in other words, that the notebook is about other people. But of course it is not. [. . .] Remember what it was to be me: that is always the point. [. . .] It is a difficult point to admit. We are brought up in the ethic that 10 others, any others, all others, are by definition more interesting than ourselves; taught to be diffident, just this side of self-effacing. [. . .] Our notebooks give us away, for however dutifully we record what we see around us, the common denominator of all we see is always, transparently, shamelessly, the implacable “I.” We are not talking here about the kind of notebook that is patently for public consumption, a structural conceit for binding together a series of graceful pensées; we are talking about something private, about bits of the mind’s string too short to use, an indiscriminate and erratic assemblage with meaning only for its maker. [. . .] It is a good idea, then, to keep in touch, and I suppose that keeping in touch is what notebooks are all about. And we are all on our own when it comes to keeping those lines open to ourselves: your notebook will never help me, nor mine you.

In this course we seek to instil a habit of keeping a notebook, and it makes sense to focus it on the lectures given, and both class discussions and conversations among peers on the issues raised in the course, or books read to broaden or deepen your understanding of related topics, or on the probably messy process of the group Case Study, which is a deliverable in the course. We expect you to take the exercise seriously, and hence we recommend that you purchase, or make, a notebook that has at least 120 pages, and of a minimum A5 size, or its North American equivalent of 5.5 by 8.5 inches.

We expect that you make at least one entry for each particular class, which means that your notebook will contain at least twelve entries. An entry should be in the English language, hand-written in a legible manner, and contain *a minimum* of 100 words. In addition it should contain *at least* one hand-drawn sketch that records some salient aspect of the material presented in class—after all we’re in an architecture school.

Every entry that meets these requirements will earn you 3.5 % of the final grade, which means that with twelve entries you will earn 42% of the final grade. As the notebook exercise can earn you a maximum of 50% of the final grade, the final 8% are to be awarded in recognition for having undertaken this part of the course with outstanding care and commitment. As the notebook is a personal document, we do not judge the nature of its content, but its form and the effectiveness of the way it communicates, now to us who encounter it as a document written by another, and in the future to the writer him- / her- / them- / self.

## Case Study

A fundamental exercise in architectural education is the so-called case-study of a building, place, or thing that maps its physical, social, and conceptual aspects. As Donald McKay noted in his *An Introduction to Architecture*, which introduced an earlier version of Arch 120, which he taught a decade ago, a good case study consists of two parts: 1. a map of the cultural history of the topic under investigation, and 2. An illustrated account of its morphology. Here a somewhat edited form of McKay’s extremely useful prescription for a case-study:

- (1) MAP A CULTURAL HISTORY. This written and illustrated document provides an account of the building in its society, addresses its role in the world, its performance, the nature and circumstances of design and construction, and analyzes its character and form. Include the following information:
  - a. Name           the name we know the building by
  - b. Address        how we find this place in the world
  - c. Purpose        how this building came about, the client
  - d. Location       topography of the site, climate, built or natural context, etc.
  - e. Timeline       when was it conceived, how long lasted the construction
  - f. Architect      a brief biography
  - g. Narrative      a brief cultural history of the building
  - h. Construction  how is it made?
  - i. Bibliography  annotated

Typically the illustrations in this first part of the case-study are obtained from existing sources, such as books or magazines held in libraries. When scanning images, or downloading them from internet sources, be sure that the resolution is high enough for a good reproduction.

- (2) DRAW AN ILLUSTRATED ACCOUNT OF THE MORPHOLOGY. A set of plans, elevations, section and axonometric drawings, all made by the person(s) conducting the case-

study, all at a recognized scale, and all diagrammatic (i.e. interpretative), are to document the following aspects of the building:

- a. The relationship between building and place
- b. The way the building accommodates its intended function(s) and represent its purpose
- c. The form of the building, its parti and order
- d. The materials, construction and technology of the building.

These drawings will likely form a series, drawing out the development of the design.

The case study will be undertaken as a group project of between 3 and 5 people. The case study will be submitted as an illustrated text printed in landscape format on 11 by 17 inch paper. The case study will be judged on the paper copy. In order to provide the best possible feedback, and to allow all members of the class to see all case study projects, each team will be also required to provide a slide-set in pdf format that is ready for a class presentation. In January 2023, the first week of Arch 143 will be used for a presentations of all the case studies. Details about the format and timeslots will be provided before the end of the Arch 120 course.

## Vocabulary

Every field of human activity has vocabulary terms that are necessary for communicating practices and understanding ideas within the field. Architecture has also a significant vocabulary, much of which is embedded in the language of everyday experience, but some of which can be defined as jargon. In the English language, the noun “jargon” has a primarily negative meaning. Originally uses denoting the inarticulate utterance of birds, or a vocal sound resembling it, it quickly came to refer to unintelligible or meaningless talk or writing, to gibberish, nonsense, and a debased form of language. By the mid 17<sup>th</sup> century it also came to be used by ordinary people to any mode of speech peculiar, in the definition of the OED, “to a particular set of persons, as the language of scholars or philosophers, the terminology of a science or art, or the cant of a class, sect, trade, or profession.” As you make your way into the world of architecture, you will have to absorb the vocabulary and jargon of the profession. The following (certainly incomplete) glossary or word list is thematically organized. You will be expected to show in both your journal and the written part of your case study a certain grasp of this vocabulary.

## Architectural Styles

This list does not include architectural styles that are simply identified by means of a geographic or national adjective like, for example, Canadian architecture.

Art Deco	Egyptian Revival	Minimalist architecture
Art Nouveau	Expressionism	Modernism
Arts and Crafts		
	Façadism	Neo-[almost everything]
Baroque architecture	Functionalism	
Bauhaus	Futurism	Organic Architecture
Beaux Arts style		
Brutalism	Gothic architecture	Palladianism
	Gothic Revival	Performative architecture
Carpenter's Gothic	Greek Revival	Post-Modern
Classicism		
Colonial	High Modernism	Renaissance
Constructivism	High Tech	Rationalism
Critical Regionalism	Historicism	
Cubist architecture	International Style	Situationist architecture
		Supermodernity
Deconstructivism	Jugendstil	
De Stijl		Vernacular architecture
	Late Modernism	Victorian architecture
Eclectic		
Edwardian architecture	Mannerism	

## Architectural Types

abbey	beach house	capitol
acropolis	belfroi	caravanserai
agora	belvedere	carport
airport	bivouac	casern
amphitheatre	blast furnace	casino
apartment house	block of flats	castle
aqueduct	booth	castrum
arena	bouleuterium	catacomb
armory	brewery	cathedral
asylum	bridge	cave church
auditorium	brothel	cave dwelling
aviary	building	cave temple
	bungalow	cave tomb
bank	bunker	cemetery
baptistery	bunkhouse	cemetery chapel
bar		cenotaph
barn	cabin	chapel
barrack	café	chapter house
barrage	cafeteria	charnel house
basilica	campanile	charterhouse
bastion	campo santo	chop-house
bath house	canal	church
bazar	cantonment	churchtower

churtyard	duplex	hippodrome
cinema		holy sepulchre
circus	exchange	home for disabled
cistern	exhibition hall	hospice
citadel		hospital
city gate	factory	hostel
city hall	farm	hotel
city wall	farm house	hôtel de ville
civic building	fast-food restaurant	hôtel particulier
clinic	fire station	hothouse
cloister	flat	house
cloth hall	folly	house chapel
club house	footbridge	house church
coach house	forge	house of culture
coal power plant	fortification	hovel
coffee house	fortress	hunting lodge
college	forum	hut
columbarium	foundry	hydro-electric dam
community hall	fountain house	
concentration camp		igloo
concert hall	gallery	inn
condominium	gallows	
conservatory	gaol	jail
control tower	garage	
convent	garden	keep
coop	garden house	kibitka
cottage	gas station	kindergarten
country house	gasometer	kiosk
courthouse	gasworks	kraal
courtyard house	gate	kunstkamer
cowshed	gate house	kurhaus
crematorium	gatekeeper's lodge	
cromlech	gazebo	laboratory
crusader castle	gloriette	labyrinth
crypt	grain elevator	latrine
curia	grave	laundry
curtain fortification	graveyard	lazaret
custom house	greenhouse	leper house
	grillroom	library
dacha	grotto	lighthouse
dairy	guest house	limes
dam	guild house	linesman's cabin
dance hall	gymnasium	lock
department store		lodge
dike	hall	lodgings
diner	hall church	log cabin
donjon	hammam	loggia
dormitory	hangar	longhouse
doghouse	health resort	lookout
drawbridge	hermitage	lunchroom
drilling platform	heroon	
dungeon	high school	madrasah
duomo	highrise	maison de plaisance



mall	panorama	shelter
manor house	parish church	shop house
mansion	parish house	shopping centre
manufacture	parsonage	shot-gun house
market hall	parking garage	shrine
martyrion	parliament	signal tower
mastaba	passage	silo
mausoleum	pavilion	single family home
mausoleum	penthouse	sod house
meetinghouse	pergola	ski-jump
memorial	perron	skyscraper
menagerie	pheasantry	slaughterhouse
metro	philharmonic	smelter
mikva	picture gallery	smithy
mill	pilgrims church	solar power plant
minaret	pillory	spa
mine	pinacotheca	sports hall
mint	pithead frame	square
mixed use building	plague house	stable
monastery	planetarium	stadium
monument	plant	stoa
mosque	plantation	storehouse
motel	pleasure dome	street
multi-housing	poorhouse	studio
museum	power station	stupa
music hall	primitive hut	subway
	prison	summer house
national museum	propylaeum	super highrise
necropole	public toilet	suspension bridge
Nissen hut	pueblo	swimming pool
nuclear power plant	pyramid	synagogue
nymphaeum		
	radio tower	talayot
observation tower	railway station	tannery
observatory	ranch	tattersall
odeon	ranch house	tavern
office building	rectory	teahouse
office tower	refectory	tea-room
old-age home	refinery	teepee
opera house	research building	television tower
orangery	restaurant	tempietto
oratory	rooming house	temple
orphanage	roundhouse	tenement house
ossuary	rotunda	tennis court [jeu de paume]
outer bailey		tent
outhouse	sanatorium	tepee
	sawmill	terminal
pagoda	school	terrace house
palace	sepulchral chapel	theatre
palace of justice	sewage treatment plant	thermae
palazzo	shack	tomb
palazzo publico	shanty	tower
palestra	shed	town hall

town house	vicarage	wigwam
trailer	villa	windmill
treasury	villa rustica	winery
triumphal arch	villa suburbana	worker's club
triumphal column	villa urbana	workshop
tumulus		
tunnel	water castle	youth hostel
	water mill	yurt
university	water tower	
	waterworks	ziggurat
viaduct	weigh-house	

### Building Elements

aedicule	demi-column	joists
arch	diaphragm arch	
attic storey	dome	lantern
	door	lintel
balcony	dormer window	load-bearing wall
baldachin	dougon brackets	log construction
baluster	drip	louvre
battlement	drum	
bay		mansard roof
bay window	elevator	megalith
beam	enfilade	membrane structure
blind arch	entablature	mezzanine
blind window	entasis	moulding
bracket	escalator	monitor roof
brise-soleil		
buttress	fabric	oculus
	façade	
canopy	fan vault	parapet
cantilever	festoon	pedestal
capital	fluting	pediment
casement	foundation	pendentive
cat walk	frieze	pier
ceiling		pilaster
chimney-stack	gable	pillar
ciborium	gallery	pilotis
cladding	geodesic dome	plinth
clerestory	girder	pod
coffering	groin vault	podium
column		posts
compound pier	hip	profile
corbel	hyperbolic paraboloid roof	
cornice	hypostyle	quoins
course		
cove	impost	reveal
cross-window	intercolumniation	rib
crossing	iwan	rib vault
curtain wall		roof
	jamb	rustication

sawtooth roof	string course	turret
shoji	tatami	tympanon
sill	tracery	vault
soffit	transept	volute
stair	transom	
stereobate	transept	wall
storey	tunnel vault	window

### Building Materials

adobe		slate
aggregate	iron	spolia
alabaster		
aluminium	lime	steel
asbestos	limestone	stucco
bamboo	marble	tabby
brick	mass timber	terracotta
	mortar	thatch
		tiles
canvas	particle board	timber
cast iron	pisé	travertine
cement	plastic	tufa
clay	plaster	
concrete	plywood	wattle-and-daube
copper	precast concrete	wood
		wool
drywall		
	rammed-earth	
earth	reinforced concrete	
engineered wood	rubber	
glass		
granite	sheet glass	

### Design Culture Jargon

additive transformation		dimensions
affect	bricolage	disposition
alignment		elevation
allegory	circulation	<i>en loge</i>
<i>analytique</i>	colour	<i>esquisse</i>
<i>anciens</i>	composition	eurhythmy
architectural drawing	corner condition	
architectural expression	<i>charrette</i>	feng shui
architectural language	<i>critique</i>	
armature	cross-axis	golden section
articulation		
<i>atelier</i>	datum	hierarchy
axiality	degree of enclosure	history
axis	detail	horizon
axonometric	dimensional transformation	horizontal

icon	order of size	scale
inflection	ordinance	section
intersecting volumes	orientation	shape
	ornament	sign
	<i>parti</i>	size
juxtaposition	path	space
	perspective	spatiality
ken	perspectival	subtractive transformation
	plan	symbol
linear elements	planar elements	symmetry
	plastic number	
materiality	position	tabula rasa
meaning	projection	temporality
measure	promenade	texture
metaphor	proportion	the five orders
model		the Sublime
module	quantitative order	transformation
Modulor		
	rendering	vertical
narrative	<i>rendu</i>	view
	repetition	volume elements
optical refinement	rotated grid	
order		

### Dyads, Triads, Tetrads, and a Pentad

Anthropological place – non place	profane – religious
arcuate – trabeate	public – private
central – peripheral	self-referential – open
core – shell	signifier – signified
discourse – apparatus	solid – void
distance – neighbourhood	stereotomic – tectonic
essential – decorative	system – history
figure – ground	tangible – abstract
formal order – organic growth	tectonic – chthonic
global – local	theory – practice
imitative – innovative	
indigenous – vernacular	articles of faith – heresies – pluralism
industrial – artisanal	cell – court – domain
inside – outside	labour – work – action
lo-tech – high tech	line – plane – volume
mass – form	particular – universal – individual
mass-produced – custom made	utility – durability – beauty
material – spiritual	utopia – dystopia – heterotopia
monumental – ephemeral	vernacular – technological – classical
multiplicity – unity	workspace - walking-space - visual field
near – elsewhere	
open – closed	green – sustainable – low energy – low carbon
overt – hidden	private – personal – communal – public
planar – curvilinear	
planar – recessive	centralized – linear – radial – clustered – grid

## Landscape

allee		paradise garden
arbor	flood resilience	parquette
	focal point	patch dynamics
basin	French drain	pergola
bioswales	French garden	phytoremediation
bosquette		picturesque garden
boulevard	gazebo	picturesque garden
bower	green-blue infrastructure	polyculture
		public park
cascade	habitat creation	
catch basin	hedge	re-wilding
climate adaptation		regenerative land practices
coastal adaptation	irrigation	retaining wall
contour		retention pond
	landforming	riparian zones
deck	landscape fabric	Romantic landscape
drainage	landscape garden	roof garden
dry garden		
	maze	site
ecological	microclimate	soil regeneration
ecological restoration		
ecological success	native	water feature
environmental justice		
esplanade	orchard	xeriscape
exotic		

## Spatial elements (interior)

aisle	cloister	nave
alcove	corps de logis	
ambulatory	corridor	partition
apartment		peristyle
apse	dome drum	piano nobile
arcade		pinnacle
atrium	flying buttress	porch
auditorium		portico
	gable	post and lintel
basement	glazing	
		quadrangle
carrel	hall	qibla
cantilever		
caryatid	mihrab	radiating chapels
cell	minbar	ramp
cellar	molding	room
chamber		rostrum
chamfer	naos	
chancel	narthex	screen

squinch  
stalactites

trumeau  
tympanum

vestibule  
voussoir

## Technology

barrier-free design  
balloon framing  
blocking  
box crib

joint  
joist

slab  
skeleton construction  
skirting  
space-frame  
stud

cant

lath  
lift slab construction

damp proofing  
diagrid

monocrete construction  
mushroom construction

tensile construction  
tie

environmental design

post-and-lintel construction  
precast concrete  
prefabrication

timber-framing  
trabeated architecture  
trim

falsework  
girder

rafter  
rim joist

universal design

HVAC

voided biaxial slab

## Urbanism

accessibility  
activity centre  
adaptive re-use  
amenity  
arterial road

demolition  
density  
density  
development

historic district  
human scale

background building  
barrier  
blue space  
boulevard  
brownfield  
building line

enclosure  
encroachment  
esplanade

infill

cardo  
circulation space  
conurbation  
crescent  
cul-de-sac

enclosure  
encroachment  
esplanade  
floor area ratio  
freeway  
garden city  
genius loci  
gentrification  
glacis  
green belt  
green wall  
green-belt  
grid-plan

land development  
land use  
landmark  
lane  
linear park

decumanus  
piazza  
place  
place making  
plan division  
pueblo

real estate  
redevelopment  
regeneration  
rehabilitation  
residential

mall  
master plan  
Milesian layout  
mixed-use  
morphology

new towns

perimeter block  
slum  
square  
streetscape  
suburb  
superblock  
sustainable design

temenos	urban fabric	walkability
tenement block	urban form	wayfinding
terrace	urban fringe	wetland
town	urban renewal	
transition design	urban tissue	
	urbanism	zoning
	urbanization	zoning ordinance

## Course Delivery Platforms & Communication

The course will be given in person. LEARN will be used for work submission, and grade recording, and additional communication outside of class hours. Microsoft Teams will be used as a course delivery platform in case the Covid pandemic forces us to switch to virtual classes.

## COVID-19 Special Statement

Given the on-going situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

## Fair Contingencies for Emergency Remote Teaching

To provide contingency for unforeseen circumstances, the instructor reserves the right to modify course topics and/or assessments and/or weight and/or deadlines with due and fair notice to students. In the event of such challenges, the instructor will work with the Department/Faculty to find reasonable and fair solutions that respect rights and workloads of students, staff, and faculty.

## Late Work

Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%. Only in the case of a justified medical or personal reason will these penalties be waived, and only if these have been officially submitted to the Undergraduate Student Services Co-Ordinator and accepted by the Undergraduate Office. Students seeking accommodations due to COVID-19, are to follow Covid-19-related accommodations as outlined by the university here: (<https://uwaterloo.ca/coronavirus/academic-information#accommodations>).

## Passing Grade

A passing grade in Arch 120 is 50%.

## The So-Called “Small Print”

### *Mental Health Support*

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

### *Equity, Diversity and Inclusion Commitment*

At the School of Architecture, we are committed to foster and support equity, diversity and inclusion. We recognize however, that discrimination does occur, sometimes through an isolated act of discrimination, but also through practices and policies that must be rewritten. If you ever experience discrimination and need to report on instances of micro-aggressions and other forms of racism, sexism, discrimination against LGBTQ2S+, or disability, please note that there are different pathways to report these instances:

- A. If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.
- B. If you do not wish to bring this up with this person directly, you are invited to reach out to the undergraduate coordinator (Amanda Dudnik), the undergraduate officer (Lola Sheppard) or the director (Maya Przybylski). If you contact any of these people in confidence, they are bound to preserve your anonymity and will be able to follow up on the report.
- C. You may also choose to report centrally to the Equity Office. The Equity Office can be reached by emailing [equity@uwaterloo.ca](mailto:equity@uwaterloo.ca). More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.
- D. Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of Education and Advocacy, Peer-to-Peer Support, and Community Building. The initiatives include but are not limited to: formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their online form.

### *Academic Integrity*

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

### *Grievance*

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student



Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

### *Discipline*

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

### *Appeals*

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

### *Note for students with disabilities*

AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.