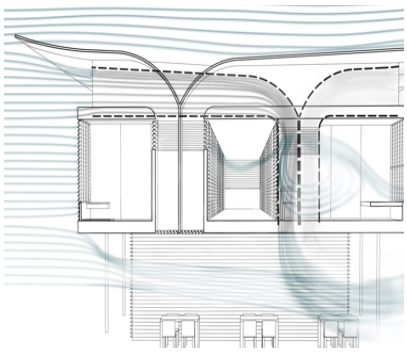
ARC 121: Introduction to Building & Structural Systems
Architectural Technology in Context

Instructor: Bess Krietemeyer PhD
Email: eakriete@syr.edu
Office Location: 326E Slocum Hall
Meeting Times: Tuesday / Thursday 9:30am - 10:50am ET
Location: Life Sciences Building, Room 001
Credit Hours: 3
Prerequisites: None
Office Hours: Thursdays 11am-12pm (Slocum 326E)

Part Time Instructors (PTs)
Rosita Palladino - rpalladi@syr.edu
Penny Unni - paunni@syr.edu
Graduate Teaching Assistants (TAs)
Anne Regrut - acregrut@syr.edu
Kate Quinlan - kquinlan@syr.edu
Undergraduate Program Assistants (UPAs)
Danna Ochoa Cardenas - djochoac@syr.edu
Anisa Tin Yi Chan - achan13@syr.edu
Claire Guo - cguo19@syr.edu
Katherine Tang - ktang12@syr.edu





COURSE DESCRIPTION

This course introduces students to the fundamental relationships between architecture, climate, structure, and environmental systems. Architectural technology is presented as integral to design, from conception to realization, demonstrating how technical knowledge enriches design thinking and contributes to sustainable, human-centered architecture. Technology is not an add-on to design; it shapes how buildings perform, how people experience them, and how they connect to broader environmental and cultural contexts. This course provides the tools to think critically about the relationship between the design of our built ecologies at multiple scales and the technical systems that support them.

LEARNING OBJECTIVES

1. **Analyze site and climate data** - Gather and interpret climate and site information to determine passive design responses such as orientation, massing, aperture, and material selection.
2. **Apply fundamental building science principles** - Use analytical and diagrammatic methods to assess how design decisions impact human comfort, health, and energy performance.
3. **Investigate structural approaches and material assemblies** - Research structural and material systems and their relationship to design intention and spatial quality.
4. **Communicate technical concepts effectively** - Synthesize research and analysis into visual and written presentations and integrate technical knowledge into studio design proposals.

SHARED COMPETENCIES

Syracuse University's Shared Competencies, enhance undergraduate education through an integrated learning approach. The Shared Competencies also enable students to communicate their learning experience, provide pathways for academic development, and integrate different aspects of a Syracuse University education. Undergraduate students develop the Shared Competencies through their major degree requirements, liberal arts requirements, and experiences. ARC 121 emphasizes two of Syracuse University's Shared Competencies:

Scientific Inquiry & Research Skills (SIRS)

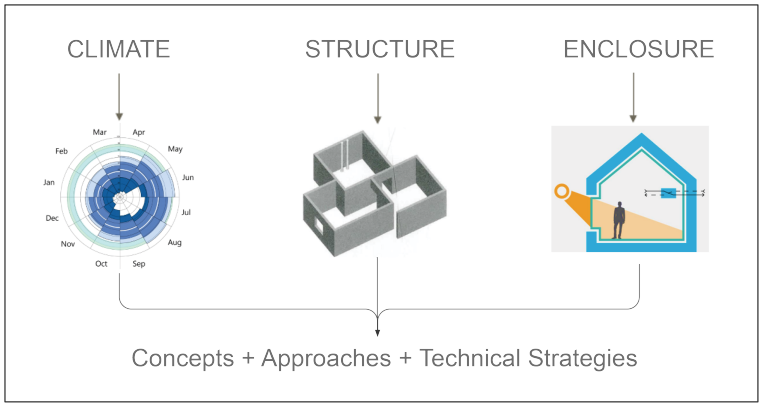
- Application of scientific inquiry and problem solving in various contexts.
- Analysis of theories, replication of procedures, and rethinking existing frameworks.
- Supporting arguments through research, data, and quantitative and qualitative evidence that can generate new knowledge.
- Course learning objectives aligned with SIRS: #1, #2, #3, #4

Information Literacy and Technical Agility (ILTA)

- Identification, collection, evaluation, and responsible use of information.
- Effective, ethical, and critical application of various technologies and media in academic, creative, personal, and professional endeavors.
- Course learning objectives aligned with ILTA: #1, #4

COURSE STRUCTURE

The course is organized around three primary themes: [1]



Climate - Climate characteristics, passive strategies, and environmentally responsive design.

Structure - Structural systems, materials, and their spatial and expressive potentials.

Enclosure - The building envelope as mediator between interior comfort, exterior climate, and tectonic expression.

COURSE REQUIREMENTS

Readings & Media - Weekly readings, podcasts, and videos (posted on Blackboard at least one week in advance). No required textbook; see Bibliography for key sources.

[1] Course structure adapted from McGlynn, M. (2017) *The Dual Role of Technology in Architecture: A Conceptual Framework and its Educational Application.* Proc. of 33rd PLEA 2017 international Conference, Edinburg, July 2-5th, 2017.

Attendance & Participation - Active participation is essential. Students are expected to attend all classes, complete required readings/media, and contribute to discussions and activities. Attending class is necessary, and active participation is crucial for receiving credit. This can take a variety of forms: attending class for the full session having reviewed course materials, taking in-class quizzes, submitting in-class workshop notes, meeting with your PT/TA/UPA, contributing equally to group projects and meetings, posting progress and feedback to the course Concept Board webpage, asking and answering questions during class, and responding to prompts from your teaching team.

Students are required to notify the instructor of an absence at least two hours before class begins; otherwise, it will be considered an unexcused absence. Faculty reserve the right to determine if the absence is excused. Unexcused absences will reduce a student's course grade, as will late arrivals or early departures. *Students risk failing the course with three or more unexcused absences*. Review the Attendance Policy below which describes expectations in further detail.

Workshops - Throughout the semester, there will be a series of in-class workshops / note-taking exercises that reinforce key themes from the day, the week, or the module. Students will complete these workshop assignments during the class in which they were issued and submit notes via Blackboard at the end of class. Student attendance and active participation are primarily required, and these submissions will be graded on a basis of a "check plus" (100), "check" (90), "check minus" (70), or "zero" (0). In-class workshop submissions can only be made up if students have an excused absence.

Projects - This is a project-based course which provides opportunities to apply knowledge and understanding of course material within an architectural design context. While a more extensive description will be posted to Blackboard, the following introduces each project's objectives:

1. **Case Study Analysis: Climate-Responsive Design** - Group project analyzing how a case study building responds to its climate, program, and site conditions.

2. **Structure + Space** - Group project studying how a case study building's structural and material systems shape primary spaces.

3. **Enclosure + Integration** - Final project connecting climate, comfort, structure, material, and enclosure within a studio design project.

Progress Updates & Pin-Ups - Ongoing work sessions and progress checks throughout the semester. Students must upload materials to the course Concept Board prior to class.

ASSESSMENT BREAKDOWN

- Project 3 (individual work) 25%
- Projects 1 and 2 (group work*) 25%
- Workshop Notes 20%
- Quizzes 15%
- Attendance and Participation 15%

GRADING SCALE

Grades	Percentage Range
A	95-100
A-	90-94.5
B+	85-89.5
B	80-84.5
B-	75-79.5
C+	70-74.5
C	65-69.5
C-	60-64.5
F	<60

A range: The work consistently meets and exceeds the expectations and requirements established in the course goals and learning objectives. It demonstrates substantial effort and achievement in the areas of critical thinking, analysis, and presentation.

B range: Work demonstrates consistent improvement regarding course concepts and development. The work largely evidences success in achieving course learning objectives, but gaps or minor deficiencies are present.

C range: Work that demonstrates minimal to moderate understanding of course concepts, integration of feedback, and/or development of projects and other coursework. Inconsistencies and gaps in the work are noticeably present.

F: Work that demonstrates a substantial lack of understanding of course concepts. Significant incompleteness is evidenced in the work produced and in meeting learning objectives.

**NOTE ON GROUP WORK:* When students are working in a group during the term, the group will be given one grade for each exercise, with each individual member of the team receiving an additional plus or minus 0 to 10 points, depending on their demonstrated contributions to the group work. Additionally, students will complete peer review evaluations.

MEDIOGRAPHY

See course Blackboard page and schedule for selected required readings, videos, and podcasts.

Podcasts

99% Invisible: https://99percentinvisible.org/

Archispeak: https://player.fm/series/archispeak

Buildings + Beyond: https://www.swinter.com/podcasts/

Design the Future: https://pod.casts.io/podcasts/women-in-sustainability-design-the-future

Envelope Retrofit Guide: https://www.buzzsprout.com/1156265/8096960-nina-sharifi-gaby-brainard-envelope-retrofit-guide

Passive House Podcast: https://passivehouseaccelerator.com/podcast

People's Science Podcast Series: https://www.mediasanctuary.org/peoples-science-podcast-series/

The Retrofit Podcast: https://www.greenbuildingadvisor.com/blog/the-retrofit-podcast

Vertical City: https://player.fm/series/vertical-city

Books and Articles

Addington, Michelle. "Contingent Behaviours" *Architectural Design Special Issue: Energies*. 2009.

Allen, Edward, and Joseph Iano. The Architect's Studio Companion: Rules of Thumb for Preliminary Design. Wiley, 2011.

Allen, Edward and Zalewski, Waclaw. Form and Forces: Designing Efficient, Expressive Structures. Wiley, 2009.

Alread, Jason, Leslie, Tom, Whitehead, Robert. Design-Tech: Building Science for Architects. Routledge, 2014.

Ander, Gregg. Daylighting Performance and Design, Second Edition. Wiley, 2003.

Andersen, Marilyne. Delight in Greener Daylight, Swissnex Boston, 2010.

Antonelli, Paola, Burckhardt, Anna, Steiner, Hadas, & Neri Oxman, Neri Oxman: Material Ecology. MoMA, 2020.

Bell, Victoria Ballard, and Patrick Rand. Materials for Design 2. Princeton Architectural Press, 2014.

Brownell, Blaine. Material Strategies. Princeton Architectural Press, 2011.

Carmody, J, Selkowitz, S, Lee, E, Arasteh, D. Window Systems for High Performance Buildings. Norton, 2004.

Charleson, Andrew. Structure as Architecture: A Source Book for Architects and Structural Engineers. Elsevier. 2005.

Ching, Francis D. K. Building Structures Illustrated: Patterns, Systems, and Design. Wiley, 2009.

Ching, Francis D. K. and Shapiro, Ian. Green Buildings Illustrated 2nd Edition. Wiley, 2020.

Dahl, Torben. Climate and Architecture. Routledge, 2011.

DeKay, Mark, and G. Z. Brown. Sun, Wind & Light: Architectural Design Strategies. 3rd ed. Wiley, 2014.

Deplazes, Andrea. Constructing Architecture: Materials, Processes, Structures. Birkhäuser Architecture, 2008.

Drake, Scott. The Elements of Architecture: Principles of Environmental Performance in Buildings. Earthscan Publications, 2009.

Hawkes, Dean. The Environmental Tradition: Studies in the Architecture of Environment. Taylor & Francis, 1996.

Hawkes, Dean, Wayne Forster, Arup Associates. Architecture, Engineering and Environment. London: Laurence King Pub. 2002.

Hawkes, Dean, Jane McDonald, and Koen Steemers. The Selective Environment: An Approach to Environmentally Responsive Architecture. Spon Press, 2002.

Heschong, Lisa. Thermal Delight in Architecture. 1979.

Heschong, Lisa. Visual Delight in Architecture: Daylight, Vision, and View. 2021.

Kallipoliti, Lydia. The Architecture of Closed Worlds, or What is the Power of Shit? Lars Muller Publishers. 2018.

Knaack, Ulrich, Tillmann Klein, Marcel Bilow, & Thomas Auer. Facades: Principles of Construction. Birkhäuser. 2007.

Krietemeyer, Bess and Joseph Godlewski. The Interior Experience of Daylighting Technologies. *Interiors*. 2012.

Kwok, Alison G., and Walter T. Grondzik. The Green Studio Handbook: Environmental Strategies for Schematic Design. 3rd ed. Oxford; Burlington, MA: Architectural Press, 2018.

Kwok Alison, Corner, Donald, Fillinger, Jan. Passive House Details: Solutions for High-Performance Design. Routledge, 2018.

Lally, Sean. The Air from Other Planets. Lars Muller Publishers, 2014.

Lechner, Norbert. Heating, Cooling, Lighting: Sustainable Design Methods for Architects. Wiley, 2011.

Lewis, Paul, Tsurumaki, Marc, Lewis, David. Manual of Section. Princeton Architectural Press, 2016.

Loftness, Vivian (Ed.), Sustainable Built Environments, 2020.

Lovell, Jenny. Building Envelopes: An Integrated Approach. Princeton Architectural press, 2010.

Macdonald, Angus. Structure and Architecture. Architectural Press, 2001.

Meijs, Maarten, and Ulrich Knaack. Components and Connections: Principles of Construction. Birkhäuser Architecture, 2009.

Olsen, Clare and Sinead Mac Namara, Collaborations in Architecture and Engineering. Routledge 2014.

Peters, B. and Terry Peters. Computing the Environment: Digital Design Tools for Simulation and Visualization of Sustainable Architecture. Wiley. 2018.

Rockcastle, Siobhan & Andersen, Marilyne. Annual Dynamics of Daylight Variability and Contrast, Springer, 2013.

Salvadori, Mario. Why buildings stand up: the strength of architecture. Norton, 1990.

Sandaker, B, Eggen, A, Cruvellier M. The Structural Basis of Architecture. Routledge, 2011.

Silver, Pete, and William McLean. Introduction to Architectural Technology. 2nd ed. London: Laurence King Publishing, 2013.

Trubiano, Franca, Ramona Adlakha, & Ramune Bartuskaite. Women Rebuild: Stories, Polemics, Futures, Applied Research and Design Publishing, 2019

Trubiano, Franca, Design and Construction of High-Performance Homes, Routledge, 2012.

SCHEDULE - Schedule and assignments are subject to change. See Blackboard for updates.

	WEEK		DUE DATES		TOPIC + ACTIVITY	ASSIGNMENT
CLIMATE	1	CLIMATE + TECHNOLOGY AS CONTEXT	T	13-Jan	**Course Introduction**	Familiarize yourself with Blackboard + Project 1
			Th	15-Jan	**The Role of Climate in Architecture**	DOWNLOAD: Climate Consultant & Climate Studio READ: Drake - Architecture, Technology and Environment
	2	DESIGN PRIORITIES + FRAMEWORKS	T	20-Jan	**Climate Types and Design Strategies**	QUIZ 1 PODCAST: Loftness - Standards and Buildings that Surf
			Th	22-Jan	**Climate Data & Analysis Tools**	SUBMIT: Workshop 1 - Case study climate research WATCH/READ: Climate Forward
	3	CLIMATE DESIGN PRINCIPLES	T	27-Jan	**Design Strategies for Heat & Light** Workshop: Visualizing the solar resource	SUBMIT: Workshop 2 notes READ: Dahl - Light + Shadow; Hot + Cold
			Th	29-Jan	**Design Strategies for Water & Air** Workshop: Visualizing airflow in design	SUBMIT: Workshop 3 notes READ: Dahl - Wind + Ventilation; Humidity + Precipitation
	4	ENVIRONMENTAL COMFORT	T	3-Feb	**Progress Check / Feedback Session**	UPLOAD Progress to Concept Board
			Th	5-Feb	**Environmental Comfort**	QUIZ 2 (solar radiation, climate) READ: Heschong - Thermal Delight in Architecture
	5	ARCHITECTURAL TECHNOLOGY IN CONTEXT	T	10-Feb	**Designing Retrofits**	PODCAST: The Retrofit Podcast
			Th	12-Feb	**Case Studies in Design Technology** Peer Evaluations	**PROJECT 1 DUE**
STRUCTURE	6	STRUCTURE + INTENT	T	17-Feb	**The Role of Structure in Architecture** NOTE: Introduce Project 2	QUIZ 3 READ: Sandaker - Structuring Space
			Th	19-Feb	**Space-Defining Structural Systems** Workshop: Identifying tectonic systems	SUBMIT: Workshop 4 - Identifying structural elements READ: Whitehead - Introductory Endeavors
	7	SPACE-DEFINING SYSTEMS	T	24-Feb	**Progress Check / Feedback Session**	UPLOAD Progress to Concept Board
			Th	26-Feb	**Structures by Design: Site, Program, Loads** Workshop: Loadbearing behavior	SUBMIT Workshop 5 - Loadbearing behavior READ: Alread - Forces, Loads, and Equilibrium
	8	CASE STUDIES	T	3-Mar	**Case Studies in Collaborative Design** Workshop: Exploded axons	SUBMIT Workshop 6 - Exploded axons READ: Mac Namara - Introduction; Collaborations in Practice
			Th	5-Mar	**Structuring Space**	QUIZ 4 WATCH - Caitlin Mueller Digital Structures
	SPRING BREAK (MARCH 9 - 13)					
	9	INTEGRATED SYSTEMS	T	17-Mar	**Progress Check / Feedback Session**	UPLOAD Progress to Concept Board
			Th	19-Mar	**Structure - Surface - Enclosure** Peer Evaluations	**PROJECT 2 DUE**
ENCLOSURE	10	ENVELOPE DESIGN	T	24-Mar	**The Role of Enclosure in Architecture** NOTE: Introduce Project 3	SUBMIT Workshop 7 - Identifying resource & demand READ: Addington - Contingent Behaviours
			Th	26-Mar	**Shading Design**	SUBMIT Workshop 8 - Climate Studio READ: Ching & Shapiro - Outer Envelope
	11	LIGHT + HEALTH	T	31-Mar	**Daylighting and Glazing**	SUBMIT: Workshop 9 - Case study documentation READ: Krietemeyer and Godlewski - Interior Experience of Daylighting
			Th	2-Apr	**Bioresponsive Building Envelopes**	QUIZ 5
	12	TECHNOLOGY + AGENCY	T	7-Apr	**Progress Check / Feedback Session**	UPLOAD Progress to Concept Board
			Th	9-Apr	**Next Generation Building Systems**	SUBMIT: Workshop 10 Listen: Mae-Link Lokko on biogenic materials and practices
	13	ARCHITECTURE IN ACTION	T	14-Apr	**Design Research in Action**	Extra Credit Notes PODCAST: Can AI Save Buildings from Themselves?
			Th	16-Apr	**Optional Feedback Session**	*ARC 108 Reviews*
	14	FINAL PRESENTATIONS	T	21-Apr	**Progress Check / Feedback Session**	UPLOAD Progress to Concept Board
			Th	23-Apr	**Last day of class - Project 3 Exhibit**	**PROJECT 3 DUE** PRESENT: Poster Exhibit

SYRACUSE UNIVERSITY POLICIES AND REGULATIONS

Students should review the University's policies regarding Disability-Related Accommodation; Diversity and Disability; the Religious Observances Notification and Policy; the Academic Integrity Policy; and Orange SUccess, which can be accessed via the Office of the Provost's website at: http://provost.syr.edu/

DIVERSITY, EQUITY, AND INCLUSION

Discussion and debates are often contentious. While you may disagree with the opinions of your peers, remember to respect them personally. We promote dialogue rather than calling out or cancelling colleagues. Part of what we're cultivating is a sense of academic and professional decorum. Embracing, not suppressing, diversity is our goal. At Syracuse University, our commitment to diversity and inclusion is rooted in the belief that multiple points of view, life experiences, ethnicities, cultures, and belief systems are essential to academic excellence.

UNIVERSITY ATTENDANCE POLICY

Attendance in classes is expected in all courses at Syracuse University. It is a federal requirement that faculty promptly notify the university of students who do not attend or cease to attend any class. Faculty will use Early-Semester Progress Reports and Mid-Semester Progress Reports in Orange SUccess to alert the Registrar and Financial Aid Office on non-attendance. For more information visit: Information for Students: Non-attendance or Stopped Attending. If a student is unable to participate in-person or virtually for an extended period of time (48 hours or more), the student may request an absence notification from their home school/college Dean's Office or through Student Outreach and Support office. Instructors will be notified via the "Absence Notification" flag in Orange SUccess.

Barnes Center at the Arch (Health, Counseling, etc.) staff will not provide medical excuse notes for students. When Barnes Center staff determine it is medically necessary to remove a student from classes, they will coordinate with Student Outreach and Support case management staff to provide appropriate notification to faculty through Orange Success. For absences lasting less than 48 hours, students are encouraged to discuss academic arrangements directly with their faculty. Additional information may be found at Student Outreach and Support: Absence Notifications.

FAITH TRADITION OBSERVANCES

Syracuse University's Religious Observances Policy recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

EXCUSED ABSENCES FOR MEDICAL REASONS

Excuses for class absences for medical reasons will be given only if such absences are advised by a health care provider at the Health Center, based on clinical findings and prescribed treatment recommendations. Excused notes will not be given solely to confirm a visit to the Health Center. For complete details on excuse notes, visit: http://health.syr.edu/students/policies.html.

ACADEMIC DROP DEADLINE

As part of our efforts to track satisfactory academic progress, the Academic Drop Deadline and the Financial Drop deadline will both occur on September 15, 2025, for the fall semester and February 2, 2026, for the spring semester. Students may still withdraw from courses after these deadlines; this would place a 'WD' grade on their transcripts. Students enrolled in "flex" classes (Flexibly formatted classes) have different deadlines and will need to check MySlice for the Academic and Financial Drop deadlines that pertains to their class.

BLACKBOARD LEARNING MANAGEMENT SYSTEM

This class will use the Blackboard Learning Management to house the syllabus, course content, links to external course materials, assignments, quizzes, feedback, and grades. Due dates and times in Blackboard are stored in Coordinated Universal Time (UTC) and displayed for each user based on the time zone setting of their computer and data from their internet browser. The system will always display the time zone being used. If an instructor sets a due date of 11pm Eastern time, a student in the Pacific time zone will see a due date of 8pm. Information about Blackboard is available on Answers Blackboard; alternatively, you can contact Information Technology Services by sending an email to help@syr.edu, calling 315.443.2677, or in-person at the ITS Service Center, located at 1-227 CST in the Life Sciences Complex. Business hours for the Service Center can be found on the ITS website.

USE OF CLASS MATERIALS AND RECORDINGS

Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites, social media, other students) without permission. Doing so is a violation of intellectual property law and of the student code of conduct.

STUDENT ACADEMIC WORK

Student work is the property of the student. However, in compliance with the federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes. I intend to use academic work that you complete this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your permission. I also intend to use academic work that you complete this semester for educational purposes in subsequent semesters. Before using your work in subsequent semesters, I will either get your written permission or render the work anonymous by removing identifying material.

ACADEMIC INTEGRITY

As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy can be viewed by visiting the Syracuse University Policies website.

Upholding Academic Integrity includes the protection of faculty's intellectual property. Students should not upload, distribute, or share instructors' course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online. In this course, all work submitted for quizzes must be yours alone. Discussing quiz or exam questions with anyone during the quiz period violates academic integrity expectations for this course.

Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.

ARTIFICIAL INTELLIGENCE

Based on the specific learning outcomes and assignments in this course, the use of artificial intelligence (AI) as a tool, with disclosure and citation, is permitted on Projects 1, 2 and 3. AI is not permitted on quizzes and in-class workshops. Students do not need to ask permission to use these tools before starting a project, but they must explicitly and fully indicate which tools were used and describe how they were used.

DOCUMENTATION

This course's work is paperless. You are required to submit your assignments through Blackboard. Please submit all assignments as optimized .pdf files, and use the following naming convention:
lastname_firstname_projectnumber.pdf
All work needs to be fully documented by the end of the term. Students will be required to prepare and upload digital versions of select course/studio work (as designated by the instructor) to your class folder in the School of Architecture student drop box. Students will not receive grades until work has been submitted via this process. Please convert all your files to .pdf, .jpeg, .tif or .ppt format and optimize them before uploading them and use the naming convention below:
Course Number_Last name_First name_Assignment_name_additional description (e.g. "ARC 121_Smith_Homer_Project 1_Presentation.pdf").

DISCRIMINATION OR HARASSMENT

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, and sexual exploitation). If a student has been impacted by any prohibited behavior based on sex or gender, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). Incidents of sexual or relationship violence or harassment can be reported to the University's Title IX Coordinators (Sheila Johnson Willis, Chief Equal Opportunity Officer and Title IX Officer for Faculty and Staff, 315-443-4018, equalopp@syr.edu or Pamela Peter, Director/Coordinator of Student Title IX Case Management, 315-443-0211, titleix@syr.edu). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (Campus Sexual Assault Victims Unit, 844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, relationship violence, stalking, harassment, and crimes I learn about with the University's Title IX Officer to help make our campus a safer place for all and to ensure you have access to available resources.

GENDER-NEUTRAL LANGUAGE

Language that reflects sex stereotypes, contains demeaning references toward women, or which excludes women is incompatible with gender equality. Gender-neutral language addresses all individuals—women and men—and recognizes their contributions. Equality in language may take the form of parallel treatment for women and men, the inclusion of women, and the elimination of demeaning or stereotypical terms. Strive for overall gender balance in your written and spoken communications. Your audience is made up of both men and women, so you should address yourself to them equally. Use inclusive, rather than exclusive, language and use gender-marked terms fairly. Adapted from The Law Society of British Columbia's Model Gender-Neutral Language Policy.
(www.lawsociety.bc.ca/services/Practice/docs/Policy-Language.doc, accessed 2004 09 20).

ARCHITECTURE TUTORING

The School of Architecture offers free individual and small-group tutoring for required architecture courses. Whether you are looking to improve your grade, receive additional help understanding the course content, or improve your studying skills, tutoring is an excellent resource. Tutors for this course are advanced students who have excelled in previous versions of it. Students can request tutoring by completing the tutoring request form or emailing archtutor@syr.edu. If you have any questions about tutoring, please reach out to your academic advisor.

RESEARCH BASICS AND CREDIT

It is recommended that students conduct basic research in the following order:
1. Syracuse Library search for topic for BOOKS (Barbara Opar assistance available) and Electronic Resources (for proxy access to online content from Wiley, Routledge etc.)
2. For ARTICLES, use the Avery Index, available under Databases> Architecture on the SU Library Website
3. Google Scholar for ARTICLES (instructions: under "More" tab in Google search)
Note: Always credit the derivation of quotes, textual passages, photos, diagrams, etc.

DISABILITY STATEMENT

Syracuse University values access and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be necessary to ensure equitable access, and to collaborate with the Center for Disability Resources (CDR) in this process. If you would like to discuss disability-related accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email CDRspecialist@syr.edu for more detailed information. CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations are generally not provided retroactively, please contact CDR as soon as possible to initiate this process.

HEALTH + WELLNESS CONSIDERATIONS

Well-being and mental health are significant predictors of academic success. It is critical to take care of yourself physically and emotionally and to effectively navigate stress, anxiety, and depression. Please familiarize yourself with the range of resources the Barnes Center provides (https://ese.syr.edu/bewell/) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000.

ORANGE ALERT

ORANGE ALERT, Syracuse University's crisis notification system, uses text messages, phone, and email alerts to provide rapid notification and instructions to members of the University community in the event of a crisis in progress. Crises could include an individual who is considered armed and dangerous, a hazardous materials incident, an explosion, or any other event in which there is an immediate threat of physical harm or death to campus community members. We recognize that faculty may consider activated cell phones as an interruption to their class. However, the Department of Public Safety recommends that faculty members leave their own cell phones on vibrate in order to receive text messages about a potential emergency situation. It is also recommended that faculty designate several class members to leave their cell phones on vibrate in order to receive notifications in the event of a critical incident. ORANGE ALERT contact information for students, faculty, and staff is drawn from the MySlice online information system; please keep your contact information current.

In the event of an emergency, please use one of the following numbers to reach DPS:

From any phone: 315.443.2224
From your cell phone: #78 (#SU)
Campus landline: 711

For more information on ORANGE ALERT, including how to update your contact information, visit the DPS website