



<b>Course Number</b>	ARCH 694.13 L04 & L05	<b>Classroom</b>	Zoom
<b>Course Name</b>	Architecture Writing Workshop		
<b>Pre/Co-Requisites</b>			
<b>Instructor</b>	Trevor Boddy FRAIC	<b>Office Hours/Location</b>	("by appointment" online)
	<b>Email: <a href="mailto:trevor@trevorboddy.ca">trevor@trevorboddy.ca</a></b>		<b>Phone: 604-7640333</b>
<b>Class Dates</b>	Mandatory real-time Zoom classes.		
<b>Instructor Email Policy</b>	Course communications must occur through <a href="mailto:trevor@trevorboddy.ca">trevor@trevorboddy.ca</a> , and I will respond to emails sent via student's @ucalgary emails within 48 hours.		
<b>Name and Email of Teaching Assistant(s)</b>	N/A		

## Course Description



### OVERVIEW: Architecture Writing Workshop

With the rise of near-effortless digital drawing and rendering technology, accurate and evocative writing and oral presentations have, surprisingly, never been so important to the careers of architects, and yes, architecture students. Few will advance huge budgets/approvals or superior grades to projects lacking a coherent rationale and poetic explication. Students will use their own design work, that of their peers, plus readily-accessible Calgary buildings to advance their skills in describing, explaining and promoting architecture. The course will be in workshop mode once per week, combining lectures, seminars, individual and group presentations, and will include peer critiques and reviews of local buildings. This is not a course in creative writing, but artful and eloquent writing and spoken presentations will be encouraged.

**Course Hours: 1.5 units**

## Online Delivery (If applicable)

This course will take place **online** via Zoom. Students are required to participate in the synchronous Zoom sessions. If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

## Course Learning Outcomes

Upon completion, students will be exposed to and have experience producing the following:

1. Various types of architectural writing and speaking, ranging from the pitch, to the formal presentation, the critique, the manifesto, and the commentary.
2. Apply critical thinking to analyze one contemporary Calgary building as a test run, as well as critique one written text from a fellow student (peer critiques.)
3. Have the opportunity to prepare and rehearse written and oral presentations for their current SAPL design studio project.
4. Learn various techniques and mysteries of architectural writing and editing from a widely published architecture critic and curator. The instructor will do a detailed mark-up edit for one of the short texts produced by students, as demonstration.
5. Learn that architectural writing and speaking is at least as complex as design, has a noble history, and will be of career-long use.

## Learning Resources

Required readings, textbooks and learning materials: Ulrich Conrads, editor: "Programs and Manifestos of 20<sup>th</sup> Century Architecture." MIT Press

Plus, please see readings listed on the course outline, assigned/emailed weekly

**Technology requirements (D2L etc.):** In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;

- Broadband internet connection
- [Student IT Resources](#)

Most current laptops will have a built-in webcam, speaker and microphone.

### Workshop Safety Training Requirement

N/A

## Additional Classroom Conduct and Related Information

### Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

### Assessment Components: see below

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Please information below			

## Assessment and Evaluation Information

Attendance and Participation Expectations:

Guidelines for Submitting Assignments: All assignments are to be submitted by email or in live real-time presentations on Zoom.

Final Examinations: none

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

**Late Assignments:** Assignments are due on the dates indicated in the course outline, and because of text editing by peers and the instructors, late receipt will have a knock-on effect.

Repeated lateness in submission of assignments may result in reduced grades. Medical and family crisis excuses will be accepted.

Criteria that must be met to pass:

#### **ARCHITECTURE WRITING WORKSHOP: ASSIGNMENTS**

- **MANIFESTO.** (20 percent of final grade) Working in different pairs on different buildings, students will write a one page written manifesto for a current Calgary architectural practice, inspired by the high Modernist texts collected by Ulrich Conrads: *Programs and Manifestos of Twentieth Century Architecture*.
- **CRITIQUE.** (15 percent of final grade) Working in pairs, students will prepare a oral critique (using only two images) of a recent Calgary building, five minutes max.
- **PITCH.** (20 percent of final grade) Working individually, students will prepare a maximum two-page (with maximum two images) written presentation of their current SAPL design studio project (if not in a studio currently, students may elect one from a previous term.)
- **RODEO.** (15 percent of final grade) Students will be assigned a pitch from another student, then prepare an edit and polishing of it using Word Track Changes software, exchanging places like the “Do-si-do” in square dancing.
- **PRESENTATION.** (30 percent of final grade) As the conclusion of the above three steps, students will make a five minute rehearsal oral presentation of their own studio design project (four images this time!)

Written and verbal assignments will be marked for grammatical accuracy, stylistic clarity, and organization as well as for demonstrated understanding of the topic, logical argumentation, and originality of critical comments. Students must undertake research that demonstrates an ability to appropriately select and interpret sources – the extensive use of web-based research is discouraged. Papers should include spare and carefully-selected supporting imagery (architectural drawings, photographs, etc.).

#### **COURSE INSTRUCTOR**

**Trevor Boddy FRAIC is a critic and curator of contemporary architecture/urbanism, and a Vancouver-based consulting urban designer.** He is a 1983 graduate in architecture from the University of Calgary, where he received the Best Thesis prize. His most recent books are: *CITY-BUILDER: The Architecture of James K M Cheng* (Images, Melbourne); *Glacier Skywalk*, and *Stantec: Airports* (both Figure 1 Press, Vancouver). Trevor Boddy’s independent critical monograph *The Architecture of Douglas Cardinal* (NeWest Press, Edmonton) was named “Alberta Book of the Year” and short-listed for the UIA prize for best book of criticism published worldwide, and his essay “Underground and Overhead: Building the Analogous City” was included in the collection *Variations on a Theme Park: The New American City and the End of Public Space* (Michael Sorkin, editor) named “One of the most important books of 1992” by the *Voice Literary Supplement*, and has been re-published in Spanish, Portuguese and Japanese.

Trevor Boddy has also written on travel, cities, civic politics and architecture for *Toronto Globe and Mail*, *Vancouver Sun*, *Edmonton Journal*, *Ottawa Citizen*, *Seattle Times*, *Georgia Straight*, *Vancouver Sun*, *Architectural Review*, *Architectural Record* and global design magazines published in German, French, Spanish, Portuguese, Japanese and Arabic. He has also written on travel and design for *Vancouver and Western Living* magazines, and Air Canada’s *enRoute*, plus *GG Magazine* in Berlin. His writing on buildings and cities has garnered Canadian and international awards, including: the Royal Architecture Institute of Canada *Advocacy Award*; the *Jack Webster Journalism Award* for civic reporting, the *Western Magazine Award* for arts writing.

As a curator, Boddy created the 2014 “*Rethink: Behind San Diego’s Skyline*” (for Bosa), the “*GESAMTKUNSTWERK: BIG’s Vancouver House*” exhibition (for Westbank), and the “*Vancouverism: Architecture Builds the City*” exhibition for the 2008 London Festival of Architecture, re-mounted 2009 in Paris, then in

Vancouver for the 2010 Olympics, and was instigator and co-curator of the 2014 "CRITICAL JUNCTURES" symposium at London's Victoria and Albert Museum and Architectural Association School. He has held academic positions at UBC, Oregon, Manitoba, Carleton and Toronto, and lectures globally on contemporary design.

## Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School. (<https://www.ucalgary.ca/pubs/calendar/current/salp-3-3.html>)

## CACB Student Performance Criteria

### CACB STUDENT PERFORMANCE CRITERIA

The following CACB Student Performance Criteria (2017) are covered in this course at a primary level:

- A1. Design Theories, Precedents, and Methods
- B1. Critical Thinking and Communication
- B3. Architectural Theory
- B4. Cultural Diversity and Global Perspectives

## ARCHITECTURE WRITING WORKSHOP

### Topic Areas & Detailed Class Schedule, Draft 1, Jan 9, 2024

*This course will blend formal lectures ("within quotation marks like this"), seminars for all class members, peer critiques, one-on-one editing and revision sessions. All of the sessions below will be held on W evenings at the time slot indicated for each section, via Zoom. Readings will be supplied via email links. There will be a more intense workload in the first half of the course, than the second.*

Course Schedule Date	Topic of "Lecture" Seminar or Presentation --readings--	Assignments/Due Dates
<i>Schedule is Preliminary and will be updated</i>		
Jan 10	Intro to entire course: "Writing Architecture" Manifesto set-up assignments to follow on weekend Reading: Ulrich Conrads <i>Programs and Manifestos</i>	Manifesto Assigned
Jan 17	"Memes and Manifestos" Writing Calgary Seminar: 9 <sup>th</sup> Ave Platform, Telus Sky. Read: <i>C/A Critiques, Gesamtkunstwerk/BIG</i>	Critique Assigned
Jan 24	Seminar from readings Thom Fisher & Boddy <i>JAE Conundrums of Arch. Criticism</i> . The painstaking Art of Editing: demo	First draft Critique Due to peer
Jan 31	SPECIAL LIVE DOWNTOWN CLASS, One-time only: 5:00 to 7:00, MANIFESTO MAMBO, joint presentations for BOTH 694.04 sections. Introductions all around.	Manifesto Presented
Feb 7	The Pitch and the Proposal: Koolhaas/Mau Seattle Public Library proposal document	Critique returned from peer
Feb 14	Spring Block Week: NO CLASS	
Feb 19 - 25	Term Break	
Feb 21	Spring Break: NO CLASS	
Feb 28	"Arthur Erickson and His Critics," seminar on intent. Reading <i>The Constructed Landscapes of Arthur Erickson</i> . The Art of Revision.	Current studio project PITCH text due
Mar 6	WRITING RODEO: Presentation of Peer Critiques/Edits	Pitch Markup back from Boddy
Mar 13	Block Week: NO CLASS	
Mar 20	"The Future of Criticism" workshop session	
Mar 27	Making Books, Proposals, PPTs and Napkin Pitches	

Apr 3	Final Presentations of Design Projects (April 10 is spillover date if not enough time for all.)	Written project text due for grading
Friday April 7	Good Friday	
Monday April 1	Easter Monday	
Apr 10	Overflow for Presentations of Design Projects	Written Text Due

## Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## Special Budgetary Requirements

Special budgetary requirements are limited to the optional purchase of course readings and, in specific courses, mandatory supplementary fees to cover certain expenditures, such as field trips. Mandatory supplementary fees must be approved by the University prior to implementation. Instructors are required to list and describe approved optional and mandatory supplementary fees for courses. This can include possible costs incurred for special materials, equipment, services, or travel.

### **Optional:**

For certain courses students may be given the option of purchasing course readings. In these cases the cost of the reading package should be stated in the course outline. When course readings are available for purchase, a minimum of two copies of the readings must be made available at the SAPL Reception or online.

## University of Calgary Policies and Supports

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>



Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **COPYRIGHT LEGISLATION:**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL AND GENDER-BASED VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>.

### **UNIVERSITY STUDENT APPEALS OFFICE**

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk