

Clatsop Community College

BLD 295: Historic Preservation Directed Project

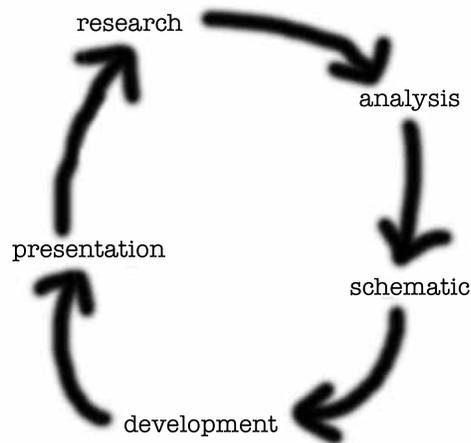
Spring 2013

4 Credit Hours

Instructor: Lucien Swerdloff

Location: IMTC Computer Lab

Time: Monday/Wednesday 5:00-7:50pm and 6 hours independent work per week



Course Description

This is the capstone course for the Historic Preservation and Restoration program. Students build on knowledge gained in other courses and use critical thinking and problem solving skills to address a significant problem in their area of specialization. Students prepare a comprehensive report and make a professional presentation.

Course Objectives

After completing this course, students will be able to:

1. Take a significant role in specifying project requirements.
2. Identify and use available resources to obtain, analyze and document project information.
3. Develop project plan and cost estimate.
4. Use appropriate tools, techniques and materials to complete a significant preservation or restoration project.
5. Use a variety of tools to document and present project.
6. Clearly articulate intentions and methods, verbally, in writing and graphically.

Methodology

Class meetings will consist of discussions, presentations and critiques. Students are also required to schedule 6 hours of independent work per week. The independent sessions will be used to complete work on project, including field work. Field trips may be scheduled during the term. Guests may be invited to all student presentations as necessary.

Prerequisite

Completion of all but the last quarter of coursework for the program.

Required Materials

USB Flash Drive.

Additional materials and supplies as needed for project, presentations and documentation.

Attendance and Participation

Attendance and participation in all classes is strongly recommended and necessary for successful completion of the course. This is a capstone course: it requires serious and consistent work. Each student will be responsible for developing and following a work schedule and producing an acceptable project.

Grading

Class participation, project development, documentation, presentations, final project, portfolio, attendance and initiative will be considered in the evaluation process.

Grading will be determined as follows:

Project Proposal	10%
Schematic Phase.....	10%
Project Development	10%
Final Project.....	50%
Portfolio	15%
Participation.....	5%

Other Resources

You should consult other faculty at the college as well as community businesses and other individuals in your area of work. Other resources are available in the library and on the Internet. You are encouraged to draw upon these resources.

Online

Blackboard: bb4.clatsopcc.edu

Email/SkyDrive: home.live.com/

Email Address: as specified in MyCCC

Login information:

UserName: first initial + last name + last four digits of student ID (e.g. jdoe9999)

Password: birthday in format YYYYMMDD (e.g. 19881204)

Instructor Information

Office Hours: MW 1:00-2:00 – IMTC Computer Lab (MERTS Campus)

TT 4:00-5:30 – Towler 205 (Main Campus)

F by appointment

Phone: 503.338.2301

Email: lswerdloff@clatsopcc.edu



SCHEDULE

1. Introduction; Research and Analysis

M 1 April Course overview and structure. Begin research and analysis phase. Begin portfolio.

2. Research and Analysis

M 8 April Collect and analyze materials and information. Develop project proposal.

3. PROPOSAL; Schematic Phase

M 15 April Present project proposal to class. Portfolio organization. Begin schematic phase.

4. Schematic Phase

M 22 April Work on project design.

5. DISCUSSION; Project Development

M 29 April Prepare class discussion. Present portfolio. Begin project development phase.

6. Project Development

M 6 May Work on project.

7. Project Development

M 13 May Work on project.

8. PRESENTATION; Presentation Development

M 20 May Informal presentation of project to class. Present portfolio. Begin presentation phase.

9. Presentation Development

M 27 May Memorial Day: College Closed

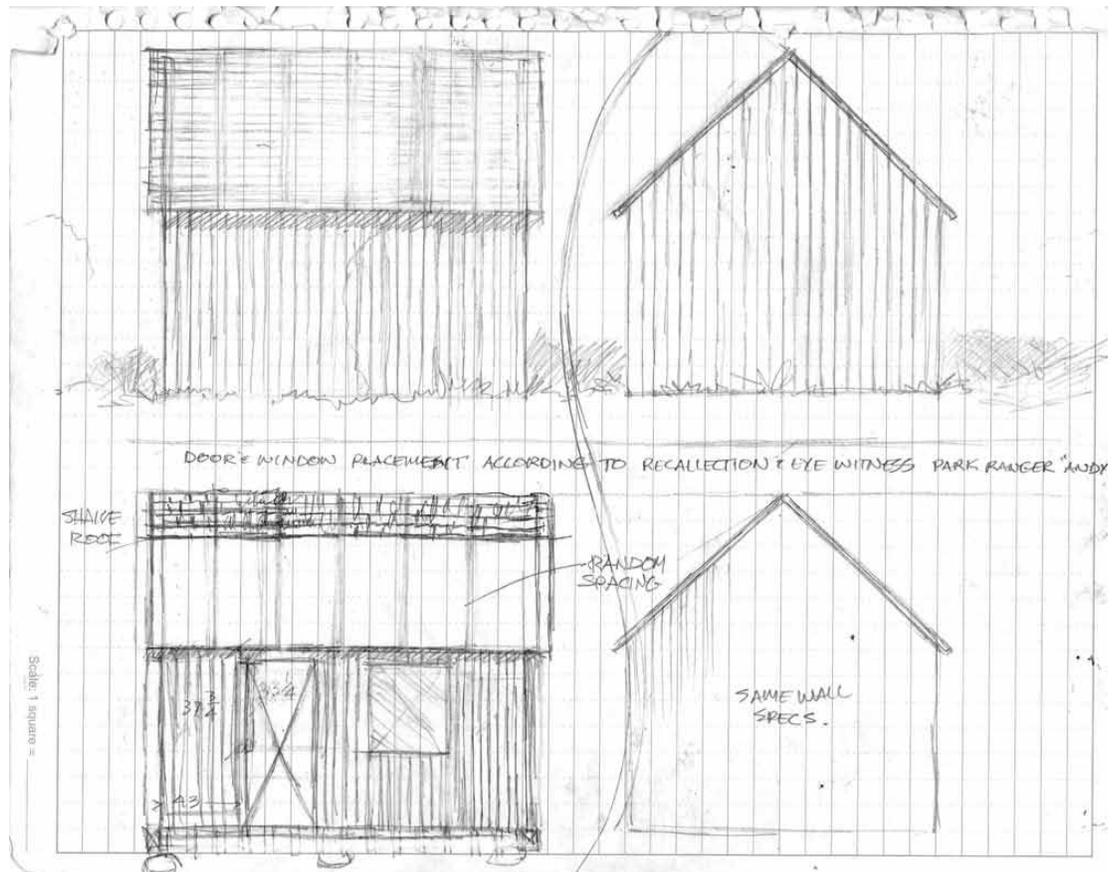
W 29 May Work on final presentation: paper and digital.

10. Project Submission

M 3 June Submission of completed project and portfolio.

11. Finals Week; FINAL PRESENTATION

M 10 June Final presentation to class and invited guests.



PROJECT

Description of Project

Each student or group will prepare and complete a comprehensive, high quality project and make a professional presentation. The project will include extensive documentation and other necessary material. Students will make both paper and digital presentations.

Choose a project of interest to you in your area of specialization, for example project planning, historic building assessment, field work, techniques, materials, architectural drawing/design. The project must be of significant scope and complexity. All projects require the approval of the instructor.

The intention is to develop a "real world" project. Therefore, you are encouraged to develop the project for a client or customer, for example a local company or individual or in conjunction with your work experience.

Phases of Development

1. Research and Analysis

Collect material and information:

- Two existing projects of a similar nature.
- Conventions and standards in your discipline (e.g. data organization, documentation format, graphic formats, naming conventions, presentation requirements).
- All necessary material to complete the project (e.g. templates, graphics, documentation, photos, drawings, data).
- Identify concepts and tools necessary for completion of project.
- Identify software necessary for project and presentation (e.g. digital imaging, page layout, spreadsheet, database, presentation, web authoring).
- Find a contact person in your discipline willing to meet with you to discuss project requirements and progress, provide feedback and attend presentations.

Analyze material:

- Clearly organize information.
- Begin project portfolio (see below).

Project proposal:

- Develop a project proposal including detailed work plan (following course schedule).
- Design and prepare a high quality 8-1/2" x 11" booklet.
- Prepare a presentation to be given to the class.
- Proposal should include an introduction, description of the problem, proposed solution, available resources, work plan and required material and resources.

2. Schematic Phase

Develop the following:

- Preliminary (conceptual) sketch of project (e.g. draft report and drawings).
- Detailed diagram show structure of and relationships between project components.
- Review concepts and techniques necessary for project.
- Review and/or learn tools, techniques and software necessary for project.

Presentation:

- Prepare an informal discussion including project status, description of completed work, problems and revisions in work plan.

3. Project Development

Work on project: field visits, documentation, drawings, exploration of alternatives.

Presentation:

- Prepare an informal presentation of substantially complete project to the class.

4. Presentation Development

Develop final presentation.

Final presentation:

- Prepare final project documentation, including high quality booklet.
- Prepare a professional digital presentation. Presentation should clearly describe the project and show your work and methods.
- Final presentation of approximately 15 minutes will be given to class, clients and invited guests

Portfolio

Each student will develop and maintain an e-portfolio. The intention of the e-portfolio is to demonstrate your work in the program and to reflect upon your development. The structure, format and organization of the e-portfolio will be unique to each student and should be carefully and thoughtfully created. Consider the e-portfolio to be a work in progress rather than a finished product. The e-portfolio will be made available at all presentations and submitted at the end of term. It is fundamentally about communication. Develop a clear concept for your e-portfolio. What elements does it contain? How are they organized? How are they presented?

Your e-portfolio may:

- answer the following questions: "Who am I?" "What have I done?" "Where am I going?"
- be a collection of artifacts that are a representation (or a record) of your work.
- contain personal reflections on your work and development.
- be an assessment of your learning (specific to program learning outcomes).
- demonstrate both breadth and depth.
- contain both program specific and general content.
- demonstrate synthesis and interconnections.
- become the basis for a professional portfolio.