Historic Site Recording and Assessment

CIVE 3207 / ARCN 4100

2021 Fall Session

Instructor:

Mario Santana Quintero, e-mail: Mario.santana@carleton.ca
ph. +1 (613) 520-2600 x 3093, Canal Building, Office 5207 (5th floor)

Class Lectures: Tuesday 8:35 am - 11:25 am – Classroom
Virtual Office hours: Tuesday 11:00 am – 12:00 pm (email appointment required 24 hours ahead)
Teaching Assistants: see Brightspace for details

Practicum and Fieldwork (3 hours):

<table>
<thead>
<tr>
<th>Tutorials</th>
<th>Day</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCN 4100 A1 / CIVE 3207 A1</td>
<td>Monday</td>
<td>2:35 pm - 5:25 pm</td>
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<tr>
<td>ARCN 4100 A3 / CIVE 3207 A3</td>
<td>Monday</td>
<td>6:05 pm – 8:55 pm</td>
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<tr>
<td>CIVE 3207 A2 / ARCN 4100 A2</td>
<td>Thursday</td>
<td>8:35 am – 11:25 am</td>
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Course Description:

Recording the physical characteristics of historic structures and landscapes is a cornerstone of preventive maintenance, monitoring and conservation. The information produced by such work guides decision-making by property owners, site managers, public officials, and conservators. Rigorous documentation may also serve a broader purpose: over time, it becomes the primary means by which scholars and the public apprehend a site that has since changed radically or disappeared.

Our team-taught course has two aims: to acquaint students with a wide range of recording techniques and help students decide which methods are best suited to which sites and objectives.

Led by experts in the field, this blended course involves a mixture of synchronous meetings at the scheduled time and asynchronous activities.
All the lectures and tutorials will be available online a week ahead of schedule. Students are expected to be available during the synchronous meeting times.

ARCN 4100 / CIVE 3207 will be an introduction of condition assessments and will be further examined in the ARCN 4200/ CIVE 4601 – Building Pathology & Rehabilitation course (Winter 2022).

By the end of this course, students should be able to:

- Describe the role of information in conservation practice of Historic Places, addressing national and international standards
- Distinguish the strengths and limitations of particular recording techniques.
- Demonstrate proficiency by applying specific techniques as a documentation provider and others as an informed user in recording historic sites.
- Analyze sites using these techniques.
- Understand the relationship between recording and good conservation decision-making.
- Design coherent presentations by integrating information gathered through these techniques of historic sites.
- Assemble a report of the course and lessons learned in this term.

Because of its proximity and rich cultural landscape, Ottawa will serve as our study area. Each week, we will learn about a given recording technique during our lecture and apply it during lab asynchronous sessions. Particular synchronous sessions will be organized to answers enquiries about the lab sessions. Students will work on their assignments at home or in immediate surroundings. They will gain access to datasets and information online to conduct their assignments.

Heritage Places

Various historic places throughout Ottawa will be analyzed this fall, and a list of options will be provided on Brightspace under Assignment 1.

Biographical sketch of instructor

Mario Santana-Quintero is a professor on Architectural Conservation and Sustainability at Civil and Environmental Engineering Carleton University. He is also the Director of the NSERC Create program "Engineering Students Supporting Heritage and Sustainability (HERITAGEENGINEERING)" based at the Carleton immersive Media Studio Lab (CIMS). He has an architectural degree, holding a master's in conserving historic buildings and towns and a Ph.D. in Engineering from the
R. Lemaire International Centre for Conservation (University of Leuven, Belgium). He is also a guest professor at the Raymond Lemaire International Centre for Conservation (University of Leuven). These past years he has been teaching also at the Universidad Central de Venezuela, Universidad de Guadalajara (Mexico) and Universidad de Cuenca (Ecuador). He was a Professor at the University College St Lieven and lecturer at the University of Aachen RWTH and the Historic Preservation Programme at the University of Pennsylvania between 2006 and 2011. Along with his academic activities, he serves as Secretary-General of the International Council of Monuments and Sites (ICOMOS), and he is the past president of the ICOMOS Scientific Committee on Heritage Documentation (CIPA). Furthermore, he has collaborated in several international projects in heritage documentation for UNESCO, The Getty Conservation Institute, ICCROM, World Monuments Fund, UNDP, Welfare Association, and the Abu Dhabi Department for Culture and Tourism.

**Technical Prerequisites**

To be able to take the course and produce assignments, students are required access to:

**Laptop / Desktop computer minimal configuration (recommended):**
- CPU: Intel VT-x 64bit Processors - i5/i7/i9 7th Gen or more (minimum)
- Memory: 8GB RAM (minimum) Strongly recommend 16GB or more
- Drive: 256GB or Larger SSD (Solid State Drive)
- GPU: Nvidia Quadro, GeForce GTX, Radeon Pro, (>2GB Graphics Card)
- Networking: WIFI (AC or AX) Recommend a 1Gig or Faster Ethernet Port or Adapter (Use a USB 3.0 to ethernet adapter, so you do not need a physical ethernet port on your laptop)
- Audio & Video: Camera, Microphone & Speaker

**Software:** the following software should be installed on students' laptops or desktops before the course:

Get AutoCAD 2018 through 2022 and Autodesk Recap (latest version). Free copies of the AutoCAD and Recap release are available for download by registering at the Autodesk Education Community (http://students.autodesk.com). AutoCAD is also available at the computer lab if you do not have a laptop computer.

Get the Adobe Creative Suite, a temporarily license will be provided by Carleton. In this suite you will be able to use Adobe Photoshop, InDesign and Illustrator that could be useful for this course, see https://carleton.ca/its/adobe-creative-cloud/

Get Bentley Context Capture (version v10.15.0.76), also bear in mind that an update of Bentley CONNECTION Client (to v10.0.19.27) is needed and an update of the NVIDIA GTX 1050 Ti video card driver (to 451.48 “standard”), a tutorial will be organized to install and get a license from Carleton to use this software.

Students are also expected to know the two-dimensional drawing features of the Computer-Aided Design (CAD) application. For tutorials, Carleton offers free access to LinkedIn Learning https://carleton.ca/learninganddevelopment/linkedinlearning/. Here, you can find CAD and other digital tools tutorials. Limited classroom instruction in the elements of CAD may be offered, depending on demand, but will not occur during course time.

It is recommended for the course to complete the following training:

- Learning AutoCAD (2h) Shaun Bryant
- AutoCAD 2020 Essential Training (3h 25m) Shaun Bryant
- AutoCAD: Construction Drawings (3h 18m) Shaun Bryant
- Learning FARO: Laser Scanning (39m) Dustin Manning
- 3D Scanning with a Camera (57m) Kacie Hultgren
- ReCap Workflow for Reality Capture (2h 52m) Paul F. Aubin

To access these training, read https://students.carleton.ca/services/linkedin-learning/, and they are also listed in Brightspace.

Also, the Department of Civil and Environmental Engineering might provide remote access to computers with the following software for completing assignments:

- Bentley Context Capture and Point Tools software;
- Eventually Agisoft MetaShape (http://www.agisoft.com), a photogrammetric package will be available for certain areas of the IPD or Autodesk ReCap Photo (https://www.autodesk.com/education/free-software/recap-pro);
- AutoCAD 2022 (license available for students: https://www.autodesk.com/education/free-software/all)
- ArcGIS Pro 2.5 (license available for students: https://library.carleton.ca/services/arcgis-pro)
- Autodesk Recap Pro 2022 (license available for students: https://www.autodesk.com/education/free-software/all);

Other software available at Carleton that may be useful for the documentation course will be identified in the coming months.

Course Requirements

Attendance and participation

Students are strongly recommended to participate in all activities, such as lectures, forums, readings, and tutorials, ask questions, and provide feedback about assignments. Absences will generally be excused only for emergencies or other reasons given the distance learning environment.

Students are expected to watch and read all the lecture(s) material for the week ahead of the synchronous activity, delivered using ZOOM. A link to the synchronous activity will be provided on Brightspace and will take place on Tuesdays from 10 am to 11 am.

Individual and team performance

Several assignments in this course are undertaken in teams. Team members are expected to contribute equally to group assignments, be courteous, review each other’s work, and communicate the performance of their group to faculty at regular intervals.

Completion of Assignments (6) (including Tutorial workflows), participation in all practicums, and completion of the Integrated Project Dossier is required. For details, see below.

Assignments

Each exercise will allow students to meet the learning outcomes of the course. Specific assignments will enable students to compile an Integrated Project Dossier about the historic site and the heritage recording work conducted during the course. Tentative due dates are provided in this course outline but are subjected to change. Updates will be agreed upon with the students at the beginning of the course and posted on Brightspace.

Assignment 0: Introduce Yourself and Logistics Compliance

This is an individual assignment, it consists of three activities on Brightspace, one assignment submission (part 1) and two quizzes (parts 2 and 3).
Online courses can feel isolating and anonymous, so let’s get to know one another!

Submit on Assignment 0 (Part 1): please post a short, 200-word paragraph introducing yourself to your classmates. Feel free to be creative. You are welcome to include a picture of yourself (or your pet!) in your post. You are also welcomed to record your introduction as a video rather than text.

Your introduction should answer the following questions:

- Basic Info – Your preferred name and hometown
- Where are you located during this course (e.g. Ottawa, Canada, elsewhere)
- Course Info – Why are you interested in Heritage Conservation?
- Career/Life Goals – What do you want to do after University? What do you want to achieve?
- Fun Fact – Tell us a fun fact about yourself!

Please include the following statement at the end of your post: "I (insert name) confirm that I have read and understood the entire syllabus for this course. If I have questions about the system, I promise to check the syllabus, the online material (assignment guides, tutorials, examples, etc.) before emailing the TA or Professor Santana *****

Also, in Brightspace, for Part 2 and 3, fill the following forms (quiz format):

1. Student Consent to Publish
2. Informed Consent agreement

**Assignment 1: Understanding the “Historic Place” and preparing a location map using Geographic Information Systems**

This is a group assignment; everybody is expected to contribute and students outside the city will equally contribute. The purpose of this assignment is as follows: 1) to familiarize yourself with your site by reviewing existing documentation and comparing it to the site’s physical fabric; 2) to provide an overview of your site's significance, character-defining elements and physical attributes through analytical description; 3) to outline a "preliminary" recording strategy that considers these unique qualities as well as particular disturbances, client needs, etc.; 4) Using GIS data provided by Carleton University's library, prepare a Site Plan of the Historic Place being studied and 5) Decide on the digital files structure and naming. An excellent example from the previous year will be provided, as well as relevant best practices. According to your Tutorial Session, the Team Leader will submit the resulting PDF on Brightspace.

Furthermore, to fulfill the assignment, students will access the GIS resources of the library to download data and produce a GIS map of the selected site. The submission is a PDF of the map. An asynchronous tutorial session will be organized with the use of Geographic Information Systems. Please download the
spreadsheet and select a site. Send an email to mario.santana@carleton.ca before Sept 17, 2021, at 12:00 pm with your group and selected site.

**Assignment 2: Hand recording and site field notes**

This is an assignment that is conducted individually. This assignment provides a basic understanding of an architectural space's geometry and condition. Interior spaces are the focus. Each student will measure a room of choice, for example, their bedroom, kitchen or another space using trilateration to produce a field note. Students will learn the techniques of site observation, note-taking, and hand surveying during the asynchronous tutorial session.

The resulting information will be scanned, and the field note will be converted to CAD. Floor plan drawing should be provided on a scale of 1:50. The submission of a scanned versions of the hand-surveying notes and resulting CAD drawing shall be conduct on Brightspace according to your tutorial session.

**Assignment 3: Site photography**

This is an individual assignment. The purpose of this assignment is to understand the use and relevance of digital photography for heritage assessments. Everyone will produce a dossier compiled using record photography of the selected historic building. Please note that those outside Ottawa or working with sites outside the city select a building in your community. Before conducting the assignment, students will consult with the instructor and teaching assistant about the site selection.

The dossier should include a record photo of the site context, an elevation, a perspective, and details. The images should be classified according to the following aspects: architecture, condition, and character-defining elements. The dossier will be delivered in PDF (provided files should be according to appendix 1) and submitted on Brightspace. Condition photographs will illustrate surface material and structural conditions referenced in the written narrative. Expected deliverables (minimum):

- Five photographs, including a contextual architectural photograph, elevation, perspective and two details of Character Defining Elements:
- Two photographs showing condition, weathered areas on the site;
- Five photographs of character-defining elements of the selected historic place.

The submitted images should have at least 300 pixel/inch resolution. You can use a US Letter Size paper to fit each photograph (portrait or/and landscape). The photographs should be accompanied by a written document, explaining each of the photographs, and a photo key plan prepared using a site sketch locating where and the photographs' orientation. **Select a building in your proximity, if you are in Ottawa, use your Assignment 1 building, or if you prefer your own place.**
The student will submit a single PDF on Brightspace, including a folder consolidating all the photographs and required documents. File Naming is of paramount importance.

**Assignment 4: Sketching of a Character-Defining Element**

This is an assignment that is conducted individually. This assignment provides a basic understanding of Character-Defining Element. **Students will use elements from the exterior of the Assignment 1 site or use the building selected for assignment 3.** Sketch a historic assembly of the chosen historic site. During the asynchronous tutorial, students will learn how to identify a structural or architectural detail and assembly evidence of a character Defining Element contributing to the significance.

The resulting sketch will be scanned, the submitted PDF should have at least 300 pixel/inch resolution, students can use a US Letter Size paper (portrait or/and landscape). The submission of the scans shall be conduct on Brightspace. An asynchronous tutorial session will be organized in the sketching to record character-defining elements.

**Assignment 5: Presentation of the Historic Place**

This group task involves preparing a 15-minute presentation, reviewing the group’s findings, and explaining the rationale behind the documentation strategy adopted in the Integrated Project Dossier. It is worth 10 % of the course. The presentation should be recorded and upload on Carleton media Space for the instructor, teaching assistants and other student groups to review. Each group is expected to watch each other’s presentations and come up with one question for each group.

**Assignment 6: Producing a building elevation(s) using photogrammetry, control points and CAD Overlay**

This is an assignment that is conducted in groups of four students. This exercise aims to learn the use, benefits, and constraints of photogrammetry to prepare elevation drawings and a site plan. Students are expected to successfully follow the asynchronous online tutorial.

Each team will prepare measured drawings of selected building elevation and site plan available using a dataset provided by the instructor (on the dataverse platform), including photographs (terrestrial and aerial) and measured controls to reference and orientate photogrammetric models. The assignment is conducted using specialized software. This software allows users to produce an ortho-corrected image of surfaces from 3D models generated by the application. The main features of the elevations should be drawn from the resulting ortho-image using CAD overlay (e.g. Windows, doors, pediment, etc.). The site plan should be a scaled drawing showing the ortho-corrected photograph of the birds eye view of
the building and its context. The expectations of each deliverable will be in agreement with the instructor and teaching assistants.

For access to dataverse, download the spreadsheet available on Brightspace.

**Quizzes**

Students are expected to complete three online quizzes in Brightspace. These quizzes will be available on the announced Tuesday at 8:30 am and will be available throughout that day. The contents will deal with the material discussed in the lectures and from selected readings. Each quiz is worth 5% of the course for a total of 15%.

**Integrated Project Dossier (Assignment 7)**

We will be working with architecturally and historically significant sites in Ontario and Quebec. The sites will be presented to the students on the first day of class.

Students will analyse and document their sites throughout the semester, ultimately preparing a critical compendium of their Integrated Project Dossier (IPD) work. This document aims to demonstrate proficiency with recording techniques taught in class and organize the resulting information in a clear and accessible manner. Your materials should be presented with an eye to likely audiences: owners, decision-makers, researchers, and conservation professionals. Think of this as a semi-public document analogous to the graphic component of a historic structure report.

The report will contain an introduction summarizing the site’s significance (indicating character-defining elements), lay out its chronology, condition, and explain students’ logic in emphasizing some recording methods over others. Also, a peer-review evaluation will be conducted by each team member of the fellows’ performance in contributing to the IPD.

Furthermore, the IPD will contain the measured drawings and site photographs resulting from different assignments illustrating its significance and condition.

The IPD should also summarize the skills learn during the course, indicating opportunities and challenges. The instructor and teaching assistants will provide a template for this report. The document should not exceed 3,000 words single spaced (around 6 pages) and be illustrated with figures from assignments. Bibliographic references should be cited according to accepted standards. Consult IEEE Citation Style ([https://library.carleton.ca/help/ieee-citation-style](https://library.carleton.ca/help/ieee-citation-style)).

The teams are expected to produce a Virtual Tour utilizing the [https://kuula.co/](https://kuula.co/) or [https://www.theasys.io](https://www.theasys.io) free version with the panoramic images provided in the dataverse portal the sites studied the semester.
Furthermore, the report should be structured in the appendix that contains all the assignments, such as GIS map, sketches, measured drawings and photographs.

During the synchronous session, students will agree with the responsible teaching assistant about the contents of the course report. Also, the file naming of data to be submitted should be structured according to the course outline in appendix 1.

The data utilized to fulfil the assignments should also be submitted to dataverse and Brightspace, a protocol to upload data into this system is provided in appendix. It is essential to understand this obligation.

**Grading**

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and technical compliance</td>
<td>5%</td>
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<tr>
<td>Assignment 0</td>
<td>5%</td>
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<td>Assignment 1</td>
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<td>Assignment 2</td>
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<td>Assignment 3</td>
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<td>Assignment 4</td>
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<td>Assignment 5</td>
<td>10%</td>
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<td>Assignment 6</td>
<td>20%</td>
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<tr>
<td>Quizzes (3)</td>
<td>15%</td>
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<tr>
<td>Integrated Project Dossier (Assignment 7)</td>
<td>20%</td>
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<td>Total</td>
<td>100%</td>
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Additionally, a Bonus Assignment is offered. Submissions will be evaluated at 3% on top of the final course grade. The Bonus assignment deals with making social media postings about Historic Site Recording. Details will be provided on Brightspace.

Final letter grades will be based on these assignments.

* Individual and Group evaluations will be conducted using peer review and a meeting with the team.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Tutorial</th>
<th>Description</th>
<th>Approach</th>
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<tbody>
<tr>
<td>Sept 9</td>
<td>No tutorials this week</td>
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<tr>
<td><strong>Module 1: Introduction</strong></td>
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<tr>
<td>1</td>
<td>Sept 14</td>
<td>L1: Introduction to Historic Site Recording and Assessment: concepts and ethical commitments</td>
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<td>Synchronous. Video recording will be provided of this activity.</td>
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<td>L2: Course Outline and available Historic Sites</td>
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<td>L3: Making a statement of significance in Canada (Laurie Smith)</td>
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<td>L4: Making a Heritage Site Plan using Geographic Information Systems (GIS), locating the boundaries and urban context (Rebecca Bartlett)</td>
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</table>
Forum 1: a review of Course Outline and available Historic Sites - Question and Answers

Sept 13/16 The logistic session with Teaching Assistants Synchronous meetings
Sept 17 Submission of Assignment 0 (deadline 11:55 pm) Brightspace

Module 2: Digital Photography

2 Sept 21
L5: The Role of Digital Photography in Historic Site Recording and Assessment Synchronous. Video recording will be provided of this activity.
L6: Architectural Photography - Capturing Character: photographing Heritage Architecture (Peter Coffman)
L7: Using Photography Historic Site Recording and Assessment (Christian Ouimet)
Introduction to the National capital Commission (Amanda Lapointe)

Forum 2: The role of photography in historic Site recording - Question and Answers

Sept 21/22
T1: Identifying Character-Defining Elements and drafting a statement of significance Asynchronous and Synchronous meetings for Questions and answers
T2: Using Geographic Information Systems to make a site plan
T3: Record Photography and processing

Module 3: Conventional Recording Tools

3 Sept 28
L8: Making Field notes and sketches for recording Heritage Sites Synchronous. Video recording will be provided of this activity.
L9: Assessing Historic Sites in Ottawa according to site custodians and facility manager’s needs

Forum 3: Question and Answers

Sept 27/30 T4: Hand Survey, sketching and preparing field notes Blended

Module 4: Imaging Recording Tools

4 Oct 5
L10: Using a Total Station for Historic Site Recording and Assessment Synchronous. Video recording will be provided of this activity.
Quiz 1 on learning outcomes of Modules 1 to 3

Forum 4: Question and Answers

Oct 4/5 Demo on the use of the Total Station On the field (not mandatory)

Oct 8 Submission of Assignment 1 (deadline 11:55 pm) Brightspace

Module 5: Scanning Recording Tools

5 Oct 12
L11: Rectified Photography for Historic Site Recording and Assessment Synchronous. Video recording will be provided of this activity.
L12: Photogrammetry for Historic Site Recording and Assessment

Forum 5: Question and Answers Module 4 and explanation of Sketching examples

Oct 12/15 Work on assignments and meetings with Teaching Assistants Blended
Demo on taking photographs for photogrammetry
On the field (not mandatory)

Module 6: Question and Answers Module 5

6 Oct 19
L13: Introduction to the Dataverse platform to retrieve, upload and store data from historic sites (Guest speaker) Synchronous. Video recording will be provided of this activity.
L14: 3D Scanning for Historic Site Recording and Assessment

Forum 6: Question and Answers Module 5

Oct 18/22 Work on assignments and meetings with Teaching Assistants Blended
Assistants
Demo on 3D Scanning
On the field (not mandatory)
<table>
<thead>
<tr>
<th>Module 6: Other Recording Tools</th>
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Assignment’s deadlines and lectures might be modified according to course development needs.

**Submission summary**

<table>
<thead>
<tr>
<th>Assig.</th>
<th>Description</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>0</td>
<td>Introduce Yourself and Logistics Compliance</td>
<td>Sept 17 – 11:55 pm (Brightspace)</td>
</tr>
<tr>
<td>1</td>
<td>Understanding the &quot;Historic Place&quot; and preparing a location map using Geographic Information Systems - Submissions</td>
<td>Oct 8 – 11:55 pm (Brightspace)</td>
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<tr>
<td>2</td>
<td>Hand recording and site field notes</td>
<td>Nov 5 – 11:55 pm (Brightspace)</td>
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<tr>
<td>3</td>
<td>Site photography</td>
<td>Nov 12 – 11:55 pm (Brightspace)</td>
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<tr>
<td>4</td>
<td>Sketching of a Character-Defining Element</td>
<td>Nov 22 – 11:55 pm (Brightspace)</td>
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<tr>
<td>5</td>
<td>Presentation of the Historic Place</td>
<td>Nov 30 – 8:35 am (Brightspace) – Video link on Carleton Media Space</td>
</tr>
<tr>
<td>6</td>
<td>Building Elevation(s) and site plan</td>
<td>Dec 10 – 11:55 pm (Brightspace)</td>
</tr>
<tr>
<td>7</td>
<td>Integrated Project Dossier</td>
<td>Dec 17 – 4:00 pm (Brightspace, dataverse)</td>
</tr>
<tr>
<td>BA</td>
<td>Bonus Assignment</td>
<td>Dec 16 – 4:00 pm (Brightspace)</td>
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</tbody>
</table>
Readings

Assigned readings (order by relevance):


https://lirias.kuleuven.be/bitstream/123456789/197982/1/ (last accessed: June 12, 2021)


Recommended books:
2. Council of Europe Guidance on inventory and documentation of the cultural heritage (2009)
INTELLECTUAL PROPERTY, COPYRIGHT AND FAIR DEALINGS

As a condition of participating in the course and for academic evaluation, students will be required to upload in-progress and completed work to the instructor's desired online platform(s). It is expressly understood that any such records or copies of student work will be used for nonprofit presentation, and for the purposes of this authorization, the nonprofit exhibition includes showing, screening, publication and releases or expression as a public service by internet distribution, commercial broadcasting or publication in furtherance of course-specific and institutional learning objectives.

For intellectual property and copyright reasons, please under no circumstances download course documents or presentations for distribution without first acquiring the written permission of the author/instructor.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for housing is known to exist. For more details see link below

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see link below

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally
Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the University and to obtain information about sexual violence and/or support, https://carleton.ca/sexual-violence-support/

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the University, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Student Wellness Resources

- General (All Resources Available): https://students.carleton.ca/wellness/
- Mental Health and Wellbeing: https://students.carleton.ca/services/mental-health-well-being-website/
- International SOS: https://students.carleton.ca/services/international-sos/
- Therapy Assisted Online (TAO): https://students.carleton.ca/services/therapy-assisted-online/

COVID-19 PREVENTION MEASURES AND MANDATORY PUBLIC HEALTH REQUIREMENTS

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.
If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton’s COVID-19 response and required measures, please see the University’s COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton’s COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

ACCESSIBILITY

Students with disabilities requiring academic accommodation in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608 every term to ensure that instructor receives your Letter of Accommodation no later than two weeks before the first assignment is due or the first-in-class test/midterm requiring accommodations. If you only require accommodations for your formally
scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website:

https://carleton.ca/pmc/

https://carleton.ca/registrar/registration/dates-and-deadlines/

STUDENT CONDUCT

Please refer to https://calendar.carleton.ca/undergrad/regulations/academicregulationsoft heuniversity/ for specific information regarding Student Conduct and Academic Integrity standards.

STUDENT RESPONSIBILITY

https://calendar.carleton.ca/undergrad/regulations/academicregulationsoft heuniversity/student-responsibility/

CONDUCT DISCRIMINATION AND HARRASSMENT

https://calendar.carleton.ca/undergrad/regulations/academicregulationsoft heuniversity/academic-integrity-and-offenses-of-conduct/

ACADEMIC INTEGRITY

The University has adopted a policy to deal with allegations of academic misconduct. This policy is expressed in the document Carleton University Academic Integrity Policy, found here: https://calendar.carleton.ca/undergrad/regulations/academicregulationsoft heuniversity/academic-integrity-and-offenses-of-conduct/

SECURITY AND SAFETY

Avoid Working Alone After Hours · In Case of Emergency, Dial Extension 4444 from any campus phone
Appendix 1: digital files format and naming

The following guidelines pertain to the creation and manipulation of digital files for the historic site recording assessment course, the purpose is to provide a framework for appropriate storage, retrieval and provenance of files prepared during the course. The data produced in the course will be uploaded and therefore stored for posterity on Carleton's dataverse system: https://library.carleton.ca/services/dataverse. This will make it available to the university community.

Digital Images

File Name

Image files should be named according to the following format:
AC_ SITE# _ YEAR _ PHOTO# . EXTENSION

The following explains each site within this file naming convention:
AC: Letter “AC” precedes SITE# to indicate ARCN /CIVE course.

SITE#: 3-digit acronym, which indicates the acronym assigned to each of the groups in the course. This suffix will be decided by your group on Assignment 1, for example Bytown museum can be BTM or Mayfair building could be MFB.

YEAR: 4 digit number indicating year in which photo was taken (i.e., created).

INITIALS: 3-digit acronym, indicating the name of the author taking the photograph (i.e., MSQ).

PHOTO#: 4 digit number assigned to the photo to distinguish it from other photos of the same site created in the same year. If the number is less than 4 digits, then it should be preceded by an appropriate number of 0’s.

EXTENSION: The file type, such as JPG.

The following is an example of an image file name following this convention:
AC_MFB_2016_ARCH0002.jpg

File Format

It is recommended that image files be in the JPG format to minimize file size.

File Size

It is recommended that image files be no larger than one megabyte (6 MB) in size.
Description Information

The following information should be recorded to describe the photograph in the accompanying spreadsheet:

- Specific date photo taken/created (in the following format): YEAR (4 digit number) MONTH (3 digit alphabetic abbreviation) DAY (2 digit number; if date is only 1 digit, then precede with a 0);
- Photographer name (in the following format): SURNAME, GIVEN NAME
- Image copyright holder: indicate name of institution(s) or individual(s) holding image copyright; if copyright no longer held (e.g., expired) then indicate “no copyright”, in most cases indicate Carleton University.
- Site name: indicate the site primary name in agreement with instructors.
- Subject of photograph: indicate the subject of the photograph, which should describe the reason for taking the photo; the following are examples:
  - Context photography: interior and exterior (eg. Situating the site in its environment, west facade, general exterior view, etc)
  - Character defining elements (eg. Ornamentation, hardware, etc)
  - Condition photography (eg. Disturbances, threats, decay).

CAD drawings, point clouds and other electronic files

File Name

AutoCAD files should be named according to the following format:
AC _ SITE# _ YEAR _ DRAWINGNAME#. EXTENSION

The following explains each site within this file naming convention:
AC: Letter “AC” precedes SITE# to indicate ARCN /CIVE course.
SITE#: 3-digit acronym, which indicates the acronym assigned to each of the groups in the course. This suffix will be decided by your group on Assignment 1, for example Bytown museum can be BTM or Mayfair building could be MFB.
YEAR: 4 digit number indicating year in which photo was taken (i.e., created).
DRAWINGNAME#: 4 digit number assigned to the drawing to distinguish it from other drawings of the same site created in the same year. If the number is less than 4 digits, it should be preceded by an appropriate number of 0’s.
EXTENSION: The file type, such as DWG.
The following is an example of an image file name following this convention:
AC_001_2012_0002.DWG
Description Information

The following information should be recorded to describe the photograph in the accompanying spreadsheet:

- The specific date when the drawing was last updated (or created) (in the following format): YEAR (4 digit number) MONTH (3 digits alphabetic abbreviation) DAY (2 digit number; if the date is only 1 digit, then precede with a 0);
- Author name (in the following format): SURNAME, GIVEN NAME
- Drawing copyright holder: indicate name of institution(s) or individual(s) holding image copyright; if copyright no longer held (e.g., expired) then indicate “no copyright”, in most cases indicate Carleton University.
- Site name: indicate the site primary name in agreement with instructors.
- Subject of the drawing: describe the context and contents of the drawing (eg. Plan section: level 1: condition assessment)

Guidelines for the layer naming and structure will be discuss during the class and agreed for submission of the assignments.

Other electronic files’ submission

Students are expected to submit all the files used to produce the different assignments and course report in digital format. Please consider using similar naming guidelines as provided for digital images and CAD drawings to name and organize all your files. The provenance information of your files is crucial for the storage, management and retrieval of these files in the future.
Appendix 2: upload protocol for Dataverse

Prepare Data for Upload
Before the dataset is uploaded to Dataverse one must ensure that the data is clear so others may use it in the future. Remember that you need to upload your Integrated Project Dossier, assignments and all the accompanying files that were used to prepare these deliverables (e.x. Indesign files, PPT; DWG, PDF, Illustrator, Photoshop, etc).

1. Ensure that your files comply with the digital file formatting and naming protocol in Appendix 1 of CIVE3207_2021_Historic_Site_Recording. If mass renaming is needed use Adobe Bridge for efficiency.

a. Open adobe bride opens your file containing your data right click and choose batch rename
b. Rename your files according to the protocol.

2. Compress your files. Dataverse will unzip your files upon uploading so zip the files twice.
   a. Right click on the file > send to > compressed (zipped) file

**Uploading the Data**

Once the data is ready it’s time to upload it to Dataverse.

1. Ensure you have the proper permissions to contribute to the dataset of your site. If not, you must request access from the owner (Mario Santana Quintero).
2. With this permission you are free to upload the dataset.

   a. Select the upload button
b. From here you can and either drag and drop your files or find them on the computer.

![Image of file upload interface]

3. Write a description for your dataset. Ensure this is clear so future downloaders understand exactly what files they are getting.
   a. Complete the upload by saving changes.

![Image of description field]

4. Ensure your dataset is complete and to your liking and uploaded properly.
a. You will be brought to the main page for that data set. Click on the data and check that it is to your satisfaction.

5. Send an email to your instructor and Teaching Assistant that the data has been uploaded correctly.