2024-2025 / Fall Session

HISTORIC SITE RECORDING AND ASSESSMENT

Department of Civil and Environmental Engineering / Azrieli School of Architecture, Carleton University

ACSE / CIVE 3207 / ARCN 4100


Teaching Team

Instructor:

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Teaching Assistants: Information will be posted on Brightspace

Course Description and requirements

Course Schedule

Class Lectures: Monday 2:35 PM - 5:25 PM –
Office Hours: Monday 1:30 pm –2:15 pm (email appointment required 24 hours ahead)

Practicum and Fieldwork (3 hours):

Tutorials	Day	Times	Place
ARCN 4100 A1 / CIVE 3207 A1	Thursday	2:35 pm – 5:25 pm	
ARCN 4100 A2 / CIVE 3207 A2	Friday	11:35 pm – 2:25 pm	
ARCN 4100 A2 / CIVE 3207 A3	Friday	2:35 pm – 5:25 pm	

*Please refer to the Public Class Schedule for the most recent information

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 comprehend a site that has since changed radically or disappeared.

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

ARCN 4100 / ASCE / CIVE 3207 introduces condition assessments, which are further examined in the ARCN 4200 / ASCE / CIVE 4601— Building Pathology & Rehabilitation course.

Learning Outcomes

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

- Describe the role of information and digital data in the 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.
- Analyse 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.

Course Instructor

Professor Santana Quintero has contributed to conserving precious world heritage sites worldwide thanks to his innovative digital documentation methods. He is cross-appointed in the Department of Civil and Environmental Engineering and the Azrieli School of Architecture & Urbanism, both in the Faculty of Engineering and Design at Carleton University. Also, Carleton Immersive Media Studio Lab (CIMS) faculty member. Besides his academic work in Canada, he served as the immediate past Secretary-General of the International Council of Monuments and Sites (ICOMOS), treasurer of ICOMOS Canada, and he is one the Honorary President of the ICOMOS Scientific Committee on Heritage Documentation (CIPA). He has collaborated on several international projects in heritage documentation for The Getty Conservation Institute and UNESCO, among others. In recent years, he was awarded a Doctorate Honoris Causa from the University of Liege (Belgium) and the Association of Preservation Technology College of Fellows membership.

Graduate Attributes

The Canadian Engineering Accreditation Board (CEAB) requires graduates of undergraduate engineering programs to possess 12 attributes. Courses in all four years of our programs evaluate students' progress towards acquiring these attributes. Aggregate data (typically, the data collected in all sections of a course during an academic year) is used for accreditation purposes and to guide improvements to our programs. Some of the assessments used to measure GAs may also contribute to final grades; however, the GA measurements for individual students are not used to determine the student's year-to-year progression through the program or eligibility to graduate. This following list provides the GAs that will be measured in this course, along with the Learning Outcomes that are intended to develop abilities related to these attributes.

GA - Indicator	**Assessment Tool**
GA 1.12.C (Discipline-specific)	Assignment 8
5.1 Diagrams and engineering sketches	Assignment 5
5.2 Document-processing and graphics packages	Assignment 4
5.3 Tools for design, experimentation, simulation, visualization, and analysis	Assignment 1
5.5 Limitations of such tools and the assumptions inherent in their use	Integrated Project Dossier
6.1 Personal and group time management	Integrated Project Dossier
6.2 Group culture	Integrated Project Dossier
6.3 Leadership	Integrated Project Dossier

For information on GAs and continual curriculum improvement, visit the Accreditation section of Engineers Canada website.

Accreditation Units

Math	Natural Science	Complementary Studies	Engineering Science	Engineering Design
-	-	-	40%	60&

Text book(s)/References

1. Letellier, R. Schmid, W. LeBlanc, F.' Guiding Principles Recording, Documentation, and Information Management for the Conservation of Heritage Places' The Getty Conservation Institute, J. Paul Getty Trust (2007), http://www.getty.edu/conservation/publications_resources/pdf_publications/recordim.html (last accessed: Aug 12, 2024)

2. Eppich, E. Chabbi, A. ed. 'Illustrated Examples Recording, Documentation, and Information Management for the Conservation of Heritage Places' The Getty Conservation Institute, J. Paul Getty Trust (2007), https://www.getty.edu/conservation/publications_resources/pdf_publications/recordim_vol2.html (last accessed: Aug 12, 2024)
3. Court, Sarah, Jo, Eugene, Mackay, Richard, Murai, Mizuki and Therivel, Riki (2022) Guidance and toolkit for impact assessments in a World Heritage Context. Manual. UNESCO, ICCROM, ICOMOS and IUCN, Paris, France; Rome, Italy; Charenton-le-Pont, France; Gland, Switzerland, 87p. ISBN 978-92-3-100535-0. http://openarchive.icomos.org/id/eprint/2707/ (last accessed: Aug 12, 2024)
4. Canada Historic Places "Standards and guidelines for the conservation of historic places in Canada," 2nd edition, Canada ISBN 978-1-100-15953-9, http://www.historicplaces.ca/en/pages/standards-normes/document.aspx (last accessed: Aug 12, 2024)
5. Santana Quintero, M., R. Awad, and L. Barazetti, 2020, Harnessing digital workflows for the understanding, promotion and participation in the conservation of heritage sites by meeting both ethical and technical challenges: Built Heritage, v. 4, no. 1, p. 6, https://link.springer.com/article/10.1186/s43238-020-00005-7 (last accessed: Aug 12, 2024)
6. Myers, D. Hansen, J., 2024, Inventories and Surveys for Heritage Management: Lessons for the Digital Age, https://www.getty.edu/publications/inventories-and-surveys/ (last accessed: Aug 12, 2024)
7. National Park Service, U.S. Department of the Interior, Recording Historic Structures and Sites with HABS Measured Drawings, https://www.nps.gov/subjects/heritagedocumentation/upload/HABS-Guidelines-Measured-Drawings_508.pdf (last accessed: Aug 12, 2024)
8. Adams, A. Drawing for Understanding, Historic England (2016), https://historicengland.org.uk/images-books/publications/drawing-for-understanding/ (last accessed: Aug 12, 2024)
9. UNESCO World Heritage Operational Guidelines (2021) https://whc.unesco.org/en/guidelines/ (last accessed: Aug 12, 2024)
10. Historic England "Understanding Historic Buildings" (2016), https://historicengland.org.uk/images-books/publications/understanding-historic-buildings/ (last accessed: Aug 12, 2024)
11. Bedford, J. Pearson, T. Thomason, B. Traversing the Past, Historic England (2016), https://historicengland.org.uk/images-books/publications/traversingthepast/ (last accessed: Aug 12, 2024)
12. Historic England' 3D Laser Scanning for Heritage: Advice and guidance to users on laser scanning in archaeology and architecture', (2018), https://historicengland.org.uk/images-books/publications/3d-laser-scanning-heritage2/ (last accessed: Aug 12, 2024)
13. UNESCO Preparing World Heritage Nominations, World Heritage Resource Manual (2011), Paris, France, http://whc.unesco.org/en/activities/643/ (last accessed: Aug 12, 2024)
14. The Getty Conservation Institute Conservation perspectives: Heritage Inventories, The GCI Newsletter (2013) https://www.getty.edu/conservation/publications_resources/newsletters/pdf/v28n2.pdf (last accessed: Aug 12, 2024)
15. The Getty Conservation Institute Conservation perspectives: Heritage Data Management, The GCI Newsletter (2022) https://www.getty.edu/conservation/publications_resources/newsletters/pdf/v37n2.pdf (last accessed: Aug 12, 2024)

Other recommended books:

1. Burns, J.A. '*Recording Historic Structures*' 2nd edition, John Wiley and Sons (2004)
2. Council of Europe' Guidance on inventory and documentation of the cultural heritage (2009)
3. ICOMOS UK' Guidelines to Recording Historic Buildings (1996).
4. Leach, P E. The Surveying of Archaeological Sites. Archetype Publications, 1994.
5. Swallow, P. Dallas, R. et al. 'Measurement and Recording of Historic Buildings' 2nd edition, Donhead (2004)

Topics and tentative plan

Week	Class	Tutorial	Description
		Sept 3-6	No tutorials this week
1	Sept 9		L1: Introduction to Historic Site Recording and Assessment L2: Course Outline and available Historic Sites L3: Making a Site Plan using Geographic Information Systems (GIS), locating the boundaries and urban context (Rebecca Bartlett)
		Sept 12-13	Organize teams and select sites with TAs T1: Identifying Character-Defining Elements and drafting a statement of significance.
2	Sept 16		L4: Drawing for Historic Site Recording and Assessment L5: The Role of Digital Photography in Historic Site Recording and Assessment
		Sept 19-20	T2: Using Geographic Information Systems to make a site plan
	Sept 20		**Deadline to select project sites, groups, and team leader.**
3	Sept 23		L6: Using Photography for Historic Site Recording and Assessment (Christian Ouimet) **Deadline for submission of informed consent and Student Consent to Publish (2:35 PM)**
		Sept 26-27	T3: Record Photography and processing T4: Hand Survey, sketching and preparing field notes Site Visits
4	Sept 30		L7: Using a Total Station for Historic Site Recording and Assessment L8: Photogrammetry for Historic Site Recording and Assessment
		Oct 3-4	T5: Total Station for Historic Site Recording Sites Visits
	Oct 4		**Submission of Assignment 1 (deadline 11:55 pm)**
5	Oct 7		Best Practices in Historic Site Recording and Assessment
		Oct 10-11	Site Visits Work on assignments and meetings with Teaching Assistants T6: Taking photographs for photogrammetry using apps and cameras
	Oct 11		**Submission of Assignment 2 (deadline 11:55 pm)**
6	Oct 14	Thanksgiving	
		Oct 17-18	T7: Photogrammetry and CAD overlay to produce a measured drawing
	Oct 21	Reading Week	
7	Oct 28		L6: Computer Aided Drafting (CAD) for Historic Site Recording and Assessment L7: 3D Scanning for Historic Site Recording and Assessment L8: The use of Remotely Piloted Aircraft Systems (RPAS) for Historic Site Recording and Assessment
		Oct 31 – Nov 1	T8: 3D Scanning for Historic Site Recording Work on assignments and meetings with Teaching Assistants
	Nov 1		**Submission of Assignment 3 (deadline 11:55 pm)**

8	Nov 4		L9: Making an Integrated Project Dossier L10: Introduction to the Dataverse platform to retrieve, upload and store data from historic sites
		Nov 7-8	T9: AutoCAD for Historic Site Recording Work on assignments and meetings with Teaching Assistants
	Nov 8		**Submission of Assignments 5 and 6 (deadline 11:55 pm)**
9	Nov 11		L11: Global Positioning Navigation Systems for Historic Site Recording and Assessment (Luigi Barazzetti) L12: Panoramic Tours for historic site recording and assessment
		Nov 14-15	T7: Accessing Heritage Places from home using Panoramic Tours
10	Nov 18		L13: Project best practices and lessons learned in Historic Site Recording and Assessment around the World
		Nov 21-22	T10: Uploading IPD and Assignment data to Dataverse Work on assignments and meetings with Teaching Assistants
	Nov 22		**Submission of Assignment 7 (deadline 11:55 pm)**
11	Nov 25		L15: Emerging Techniques for Historic Site Recording and assessment L16: Key Messages
		Nov 28 - 29	Work on assignments and meetings with Teaching Assistants
12	Dec 2		Final Presentations and review **Submission of Presentations (assignment 9) of Historic Place (deadline 2:00 PM) in PPT / PDF format**
		Dec 6-8	Work on assignment and IPD / meetings with Teaching Assistants after feedback from Final presentation
F		Dec 15	Delivery and submission of Assignment 6 (Deadline 11:50 pm) on Brightspace Delivery and submission of the Integrated Project Dossier (Deadline 11:55 pm) and related data to Brightspace and Dataverse Delivery and submission of the Integrated Project Dossier Bonus Assignment

Assignment's deadlines and lectures might be modified according to course development needs.

Evaluation and marking scheme

Attendance and participation

Students are required to attend all activities, including lectures, site visits and tutorials. Success in the course depends upon participation in course activities, class discussions, and completion of readings. Absences will generally be excused only for emergencies.

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.

The on-time submission of the Informed Consent Agreement and Student Consent to Publish forms are part of meeting the expectations of this course requirements.

Grading

Course Component		**Description**	**Type**	**Deadline**
Attendance and participation	10%	Participation to class, site visits, and tutorials. Submission of informed consent and Student Consent to Publish	Individual	Forms submitted by Sept 23 – 2:35 PM
Assignment 1	5%	Historic Site Preliminary Report and location map using Geographic Information Systems	Group	Oct 4 - 11:55 pm
Assignment 2	5%	Producing a fieldnote	Individual	Oct 11 - 11:55 pm
Assignment 3	5%	AutoCAD drawing of the Fieldnote	Individual	
Assignment 4	5 %	Site photography	Individual	Nov 1 - 11:55 pm
Assignment 5	5%	Sketching of a Character-Defining Element	Individual	Nov 8 - 11:55 pm
Assignment 6	5%	3D model of a Character Defining Element	Individual	Nov 8 – 11:55 PM
Assignment 7	5%	Photogrammetric Model of a Building Elevation	Group	Nov 22 - 11:55 pm
Assignment 8	5%	Ortho-corrected Image and CAD Overlay of Buildings' elevations	Group	Dec 15 - 11:55 pm
Assignment 9	10 %	Presentation of the Historic Place	Group	Dec 2 - 11:55 pm
Integrated Project Dossier	10 %	Final report about the studied Site	Group	Dec 15 - 11:55 pm
Total				
Bonus Assignment	5%	Panoramic Historic Site Tour	Group	Dec 15 - 11:55 pm

Assignment descriptions are provided on Brightspace. Individual and group assignments will be submitted on Brightspace. Group assignments will be submitted by the group leader. Late assignments will be accepted, but with a 10% per-day mark reduction.

Academic dates

Students should be aware of the academic dates (e.g. last day for academic withdrawal) posted on the Registrar's office web site https://carleton.ca/registrar/registration/dates/academic-dates/

Academic Integrity and Plagiarism

a) Please consult the Faculty of Engineering and Design information page about the Academic Integrity policy and our procedures: https://carleton.ca/engineering-design/current-students/fed-academic-integrity Violations of the Academic Integrity Policy will result in the assignment of a penalty such as reduced grades, the assignment of an F in a course, a suspension or, expulsion.

b) One of the main objectives of the Academic Integrity Policy is to ensure that **the work you submit is your own.** As a result, it is important to write your own solutions when studying and preparing with other students and to avoid plagiarism in your submissions. The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.

   Examples of violations of the policy include, but are not limited to:

   - any submission prepared in whole or in part, by someone else;
   - using another's data or research findings without appropriate acknowledgement;
   - submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
   - failing to acknowledge sources of information through the use of proper citations when using another's work and/or failing to use quotations marks.

Copyright

Learning and Working Environment

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the Department of Equity and Inclusive Communities at equity@carleton.ca

We will strive to create an environment of mutual respect for all through equity, diversity, and inclusion within this course. The space which we work in will be safe for everyone. Please be considerate of everyone's personal beliefs, choices, and opinions.

Academic Accommodations

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

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 .
You should request your academic accommodations in the Ventus Student Portal, for each course at the beginning of every term. For in-term tests or midterms, please request accommodations at least two (2) weeks before the first test or midterm. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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. For more details, see the Senate Policy on Accommodation for Student Activities (PDF).

Pregnancy Obligation: 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. For more details, please review the Student Guide to Academic Accommodation (PDF).

Religious Obligation: 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. For more details, please review the Student Guide to Academic Accommodation (PDF).

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 where 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, visit the Sexual Violence Prevention & Survivor Support.

Engineering Academic Advising

The Engineering Academic Support Service assists undergraduate engineering students with course selection, registration, and learning support from first-year through to graduation.
Academic Advisors Contact can be found here: https://carleton.ca/engineering-design/current-students/undergrad-academic-support/undergraduate-advisors/.

Student Mental Health and Wellness

As a university student you may experience a range of mental health challenges that can significantly impact your academic success and overall well-being. Carleton's **Wellness Services Navigator** is designed to help students connect with mental health and wellness resources.
If you need to talk to someone from the department for more information and support with connecting to resources, you can contact the following faculty members, depending on your program. Or contact the department at orCEEUGChair@cunet.carleton.ca.

ACSE: Prof. Elie Azar
Email: Elie.Azar@carleton.ca, Office: 3432 Mackenzie

Here is a list of on-campus and off-campus recourses:

1. **Carleton's Wellness Desk**: Located at 204A MacOdrum Library, is a space for students to learn about resources, connect with our Wellness Coordinator, and decompress during stressful times of the year. You can

pop into the Wellness Desk any time during its hours of operation – no appointments necessary! https://wellness.carleton.ca/mental-health/wellness-desk/

2. **Carleton's Health and Counselling Services:** To book an appointment contact the main clinic by calling (613) 520-6674. If urgent, let the Patient Care Coordinator know or go in person to the main clinic (2500 Carleton Technology and Training Centre Building) and indicate that they are in crisis and need to speak to someone right away. https://carleton.ca/health/

3. **Residence Counselling and Wellness Service:** Counselling services specifically for students in residence. https://carleton.ca/health/residence-counselling/

4. **Therapy Dogs:** Carleton's therapy dogs are around campus with their owners (who are Carleton University staff and faculty) to comfort and provide support to help you thrive as a university student. https://carleton.ca/wellness/dogs/

5. Emergencies and Crisis and Emergency Numbers

6. **Good2Talk (1-866-925-5454):** Good2Talk is a free, confidential helpline providing professional counselling and information and referrals for mental health, addictions and well-being to post-secondary students in Ontario, 24/7/36 https://good2talk.ca/

7. **Empower Me:** Undergraduate students have access to free counselling services in the community through Empower Me, either in person, by telephone, video-counselling or e-counselling. **This free service is accessible 24/7, 365 days per year.** Call **1-844-741-6389 (toll free)** to make an appointment with a counsellor in the community. More information is available https://students.carleton.ca/services/empower-me-counselling-services/

8. **The Walk-In Counselling Clinic (off-campus community resource):** The walk-in Counselling Clinic have offices in various locations across Ottawa and the greater Champlain region that are open 7 days a week. Individuals will be assisted, with no appointment, on a first-come, first-serve basis during the Walk-in Counselling Clinic hours. The Walk-in Counselling Clinic **offers services in many languages** and is free and confidential. More information can be found at: https://walkincounselling.com/

9. **Distress Centre of Ottawa and Region**: Available 10am-11pm, 7 days/week, 365 days/year. **Distress Line:** 613-238-3311, **Crisis Line:** 613-722-6914 or 1-866-996-0991, **Text:** 343-306-5550. https://www.dcottawa.on.ca/

10. **Distress and Crisis Ontario, Available for chat 2 pm – 2 am EST.** https://www.dcontario.org/

11. **BounceBack Ontario (Toll-Free: 1-866-345-0224) is a free skill-building program managed by the Canadian Mental Health Association (CMHA). It is designed to help adults and youth 15+ manage low mood, mild to moderate depression and anxiety, stress or worry. Delivered over the phone with a coach and through online videos, you will get access to tools that will support you on your path to mental wellness.** https://bouncebackontario.ca/.

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.

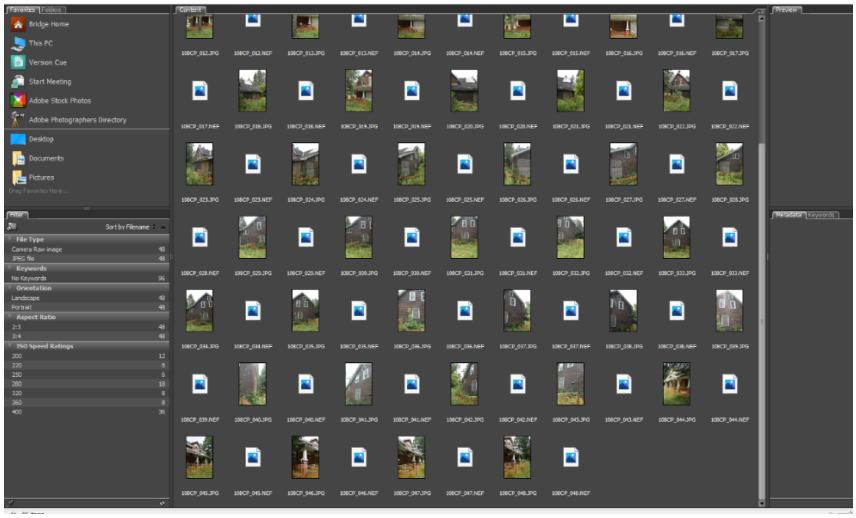
Appendix 2: upload protocol for Dataverse

Prepare Data for Upload

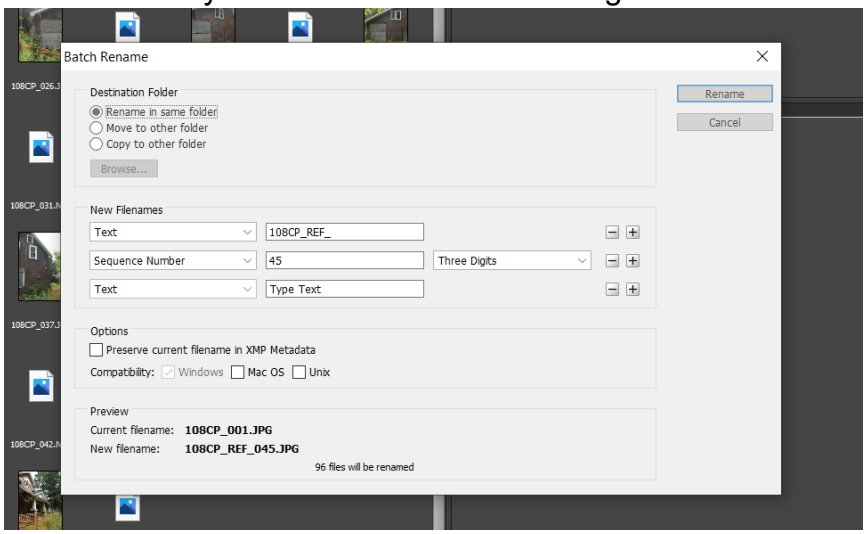
Before the dataset is uploaded to Dataverse one must ensure that the data is clear so others may use it in the future. Remember that you need to upload your Integrated Project Dossier, assignments and all the accompanying files that were used to prepare these deliverables (e.x. Indesign files, PPT; DWG,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



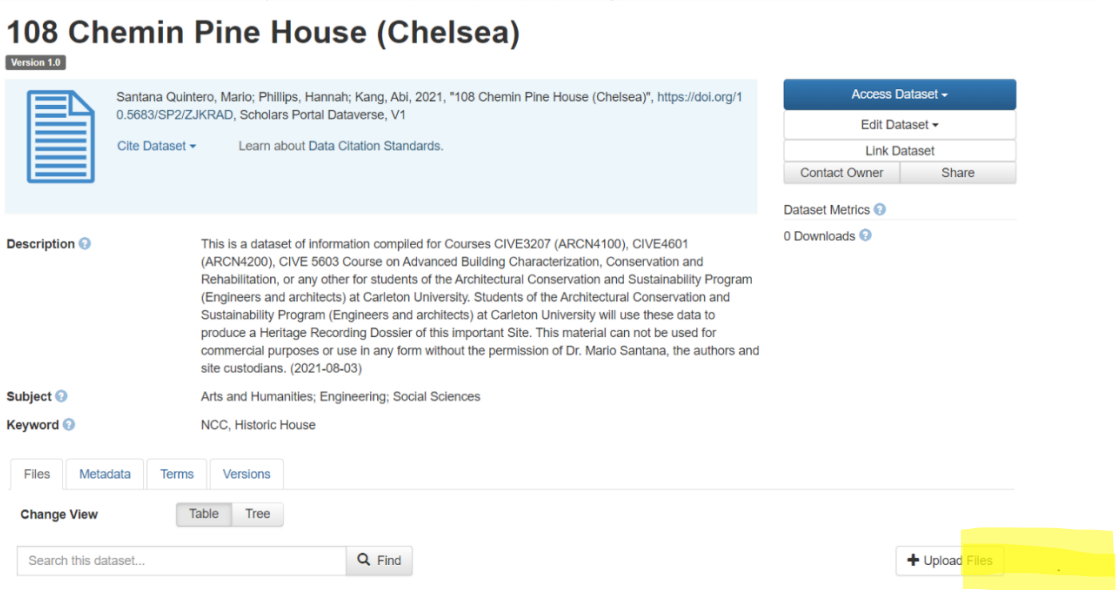
2. Compress your files Dataverse will unzip your files upon uploading so zip the files twice.

a. Right click on the file >send to> compressed (zipped) file

Uploading the Data

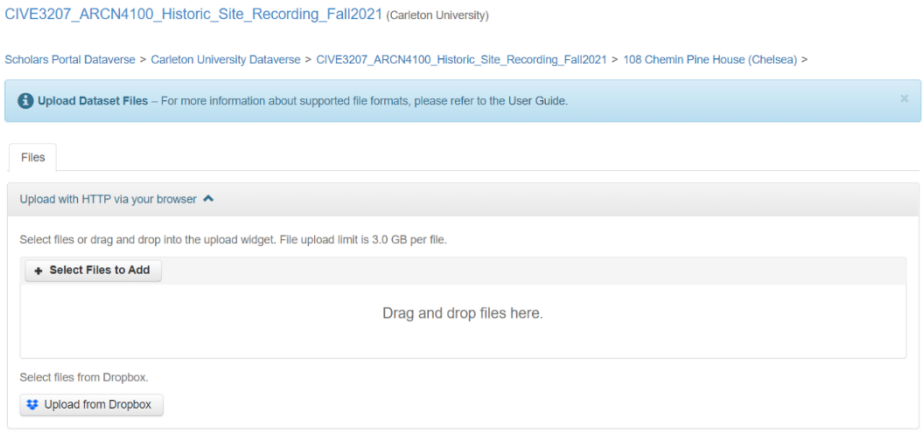
Once the data is ready it's time to upload it to Dataverse.

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

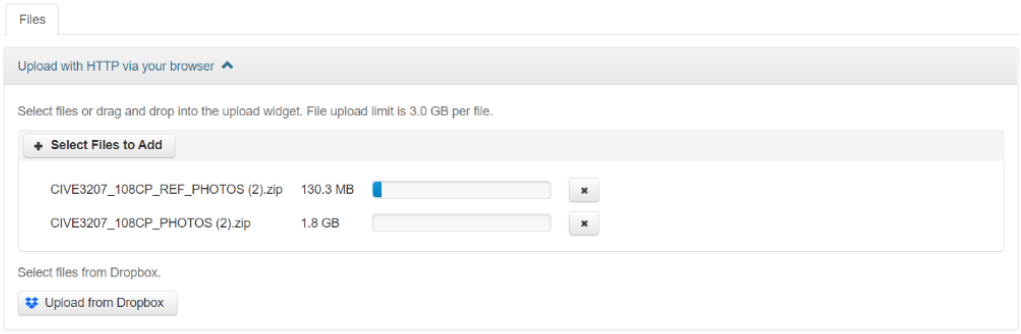


a. Select the upload button

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

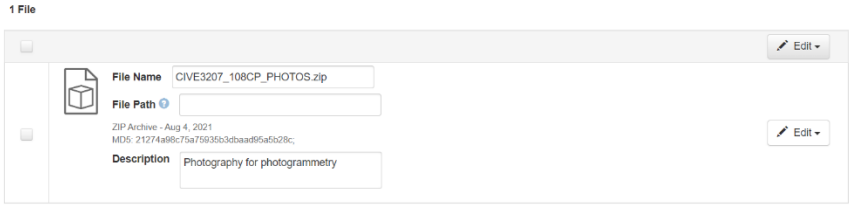


c. Wait for the files to upload



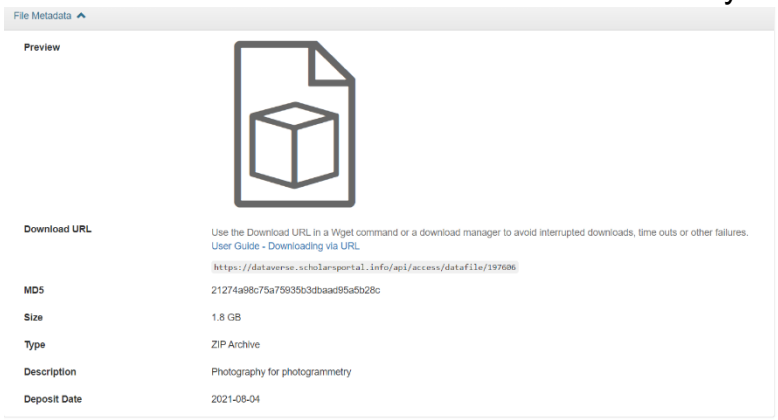
3. Write a description for your dataset. Ensure this is clear so future downloaders understand exactly what files they are getting.

a. Complete the upload by saving changes.



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.