

Syllabus for English Language Arts in Construction 1

Content Area	English Language Arts in Construction 1 (ELAC1)	Grade Level	9-10
	Reading Informational (RI); Language (L); Writing (W); Reading Literature (RL)		

Course Overview

The English Language Arts in Construction 1 (ELAC1) course meets the State of Colorado Standards for Reading, Writing, and Communicating in grades 9-10. ELAC1 introduces students to a wide range of informational text with an authentic content focus in the construction trades genre and literary text centering around the history and influence of architecture and form on modern construction in order to broaden their scope of rhetorical ideas and deepen their awareness of the power of language. The texts will provide examples of prose writings that students can emulate in their own writing experiences as they learn to create the types of writing expected in the construction trades industry.

This course provides students with the information, skills, and strategies necessary to read analytically, synthesize ideas from multiple texts, and respond by composing articulate pieces of writing that utilize the required elements of sentence structure, syntax, style, purpose, and tone as outlined in the 9-10 grade Reading, Writing, and Communicating standards. The purpose of the ELAC1 course is to help students become effective readers and writers within the construction trades industry. Using rhetorical principles, students will learn how to become critical thinkers and apply that knowledge to their writing and reading of contracts, codes, bids, and other required specifications of construction.

The English Language Arts in Construction 1 will be presented in thematic format and the grading will include the following:

Formal Writing Project: Students will complete a Construction Project Narrative utilizing the specifications writing procedures.

Responses to literature: Students will be required to analyze required readings and write responses.

Tests: As a consistent element of practice, students will take content tests after each unit. Students will take quarterly common district assessments.

Quizzes: Quizzes will be administered intermittently to assess reading comprehension and vocabulary.

Daily Observation/Work-In-Progress Journals: Journal entries may include pensive and thoughtful observations that reflect the theme of the current unit.

Class Participation: Participation in class encompasses text analysis, grammar reviews, and vocabulary exercises. To be successful a student needs to be in class each day because information builds upon prior information. The Speaking and Listening priority standards in this course require students to be active participants in collaborative discussions, to present information clearly, concisely, and logically, and to consider organization and style that are appropriate to purpose, audience, and task.

The units are designed to consistently build a knowledge base for students in construction trades. At the completion of the course, students will demonstrate knowledge of:

Introduction to...

- Construction Specifications Institute General Division
- Specifications Language (Language and Vocab standards) - The language of construction

Safety

- City Codes

- Liability
- Tool Safety
- Workers Compensation
- Inspection
- Accessibility

Codes and Permits

- Building Specifications
- Types of Specs
- Specifications Writing Principles
- (Code Books here)
- ADA Requirements
- Permits - Residential, Commercial, Industrial

Contracts

- Conditions of the Contract
- Supplements on Contracts

Construction Project Narrative

- Specifications Writing Procedures

Course Texts:

Coates, N. (2012). *Narrative architecture*. West Sussex, UK: John Wiley & Sons, Ltd.

Farndon, J. Ferguson, J., Fullman, J., Gibson, C., Graham, E., MacGill, S. Perker, P., Regan, S., & Weeks. M. (2015). *Engineers: From the great pyramids to the pioneers of space travel*. A. Hart-Davis (Ed.). New York: DK Publishing.

Gazey, K., Gössel, P., Mullio, C., Ramlow, U., Roccella, G., Schickler, E., Syring, E., & Unger, L. (2016). *Modern architecture A-Z*. A. Taschen & B. Taschen (Eds.). China: TASCHEN.

Goldberger, P. (2015). *Building art: The life and work of Frank Gehry*. New York: Vintage Books.

International Code Council, Inc. (2012). *International residential code: For one-and-two-family dwellings*. Country Club Hills, IL: International Code Council, Inc.

Isenberg, B. (2009). *Conversations with Frank Gehry*. New York: Random House.

Pfeiffer, B.B. (2015). *F.L. Wright 1867-1959: Building for democracy*. Slovakia: TASCHEN.

Rosen, H.J., Kalin. M., Weygant, R.S., & Regener Jr., J.R. (2010). *Construction specifications writing: Principles and procedures* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Smith, E.A.T. (2016). *Case Study Houses 1945-1966: The California impetus*. Slovakia: TASCHEN.

	Priority Standards
Reading Informational Text	RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details ; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they

<p>Priority Standards: RI.9-10.1, RI.9-10.2, RI.9-10.3 RI.9-10.4</p>	<p>are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language or a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>
<p>Writing</p> <p>Priority Standards: W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.9</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationship among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.9-10.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

	<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.9-10.1-3.)</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)</p> <p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
<p>Speaking & Listening</p> <p>Priority Standards:</p> <p>SL.9-10.1, SL.9-10.4, SL.9-10.6</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grades 9-10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusion.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning or exaggerated or distorted evidence.</p>

	<p>SL.9-10.4 Present information, finding, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 & 3 for specific expectations.)</p>
<p>Language Standards</p> <p>L.9-10.1, L.9-10.2, L.9-10.3</p>	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Reading Literature</p> <p>RL.9-10.1, RL.9-10.2, RL.9-10.6, RL.9-10.7</p>	<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

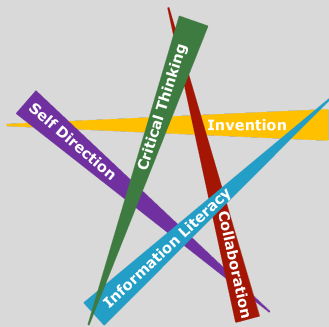
RL9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Supplemental Standards

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Text Complexity



English Language Arts in Construction 1 Year at a Glance

Units 1-5				
Unit Title	Suggested Pacing	Performance Tasks	District Common Assessment	Big Ideas
Unit 1: Introduction	Quarter 1	PUD - Planned Unit Development Labor Laws CO Workplace Employability Standards General Provisions	SchoolCity: District Quarter 1 Pre-Assessment <i>(given at the beginning of Quarter 1)</i>	<ul style="list-style-type: none"> Construction Specifications Institute General Division Specifications Language (Language and Vocab standards) - The language of construction
		Narrative Architecture - interpreting buildings from ancient history to the present		<ul style="list-style-type: none"> City Codes Liability Tool Safety Workers' Compensation Inspection Accessibility
Unit 2: Safety	Quarter 1	Lead - checklist, pre-renovation form, tenant form Service and Repair		
		Biography of Frank Gehry - one of the most influential architects of modern time		
Unit 3: Codes and Permits	Quarter 2	Planned Unit Development Regional Urbanization Areas Comprehensive Plan Areas and Activities of State Interests Impact Fees Vegetation Professional Land Surveyors Practice Act Professional Engineers Practice Act Architects Practice Act Residential Improvement Guidelines and Site Restrictions -- Greeley, CO Septic Federal Tax Guidelines Licenses and permits Code of Federal Regulations	SchoolCity: Semester 1 Final Assessment	<ul style="list-style-type: none"> Building Specifications Types of Specs Specifications Writing Principles Code Books ADA Requirements Permits - Residential, Commercial, Industrial
		Frank Lloyd Wright - "father of skyscrapers"		

Unit 4: Contracts	Quarter 3	Commercial Construction Application Consumer Construction Application Subdivisions Contractor Work Order Request Sample Contractor Work Order Form Contractor Work Order Request Independent Contractor Agreements General Contractor Work Order Request Case Study Houses Engineering	SchoolCity: Quarter 3 Assessment	<ul style="list-style-type: none"> ● Conditions of the Contract ● Supplements on Contracts
Unit 5: Construction Project Narrative	Quarter 4	Student creates an entire application to complete a construction project utilizing all skills learned in Units 1-4.	SchoolCity: Semester 2 Final	<ul style="list-style-type: none"> ● Specifications Writing Procedures

Coates, N. (2012). *Narrative architecture*. West Sussex, UK: John Wiley & Sons, Ltd.

Narrative Architecture explores the potential for narrative as a way of interpreting buildings from ancient history through to the present. It signposts narrative's significance as a design approach that can aid architecture to remain relevant in this complex, multidisciplinary and multi-everything age.

Farndon, J. Ferguson, J., Fullman, J., Gibson, C., Graham, E., MacGill, S. Perker, P.,

Regan, S., & Weeks. M. (2015). *Engineers: From the great pyramids to the pioneers of space travel*. A. Hart-Davis (Ed.). New York: DK Publishing.

Engineers is a visual guide to the world's greatest engineers and their groundbreaking achievements, from the ancient Roman aqueducts to the large Hadron Collider, and it explains the links between ancient and modern engineering systems and processes. Eras covered include building the ancient world, the Renaissance and Enlightenment, the Industrial Revolution, the Machine Age, and modern times. Fully illustrated.

Gazey, K., Gössel, P., Mullio, C., Ramlow, U., Roccella, G., Schickler, E., Syring, E., &

Unger, L. (2016). *Modern architecture A-Z*. A. Taschen & B. Taschen (Eds.). China: TASCHEN.

With more than 280 entries, this architectural A-Z offers an overview of the key players in the creation of modern space. Pioneering architects from the period spanning the 19th to the 21st century are featured with a portrait, concise biography, and description of her or his important work. The book's A to Z entries cover groups, movements, and styles to position these leading individual architects within broader building trends across time and geography. Fully illustrated.

Goldberger, P. (2015). *Building art: The life and work of Frank Gehry*. New York: Vintage

Books.

This text is a critical biography of Frank Gehry, one of the most famous architects of modern time. Goldberger follows Gehry from his humble origins -- the son of working-class Jewish immigrants in Toronto -- to the heights of his extraordinary career. He explores Gehry's

relationship to Los Angeles, a city that welcomed outsider artists and profoundly shaped him in his formative years. He surveys the full range of Gehry's work, from the Bilbao Guggenheim to the Walt Disney Concert Hall in L.S. to the architect's own home in Santa Monica, which galvanized his neighbors and astonished the world. He analyzes Gehry's carefully crafted persona, in which an amiable surface masks a driving ambition. And he discusses Gehry's use of technology, not just to change the way a building looks, but to revolutionize the very practice of the field.

International Code Council, Inc. (2012). *International residential code: For one-and-two-family dwellings*. Country Club Hills, IL: International Code Council, Inc.

This comprehensive, stand-alone residential code establishes minimum regulations for one- and two-family dwellings and townhouses using prescriptive provisions. It is founded on broad-based principles that make possible the use of new materials and new building designs. This 2012 edition is fully compatible with all of the International Codes® published by the International Code Council®, including the International Building Code®, International Energy Conservation Code®, International Existing Building Code®, International Fire Code®, International Fuel Gas Code®, International Green Construction Code™, International Mechanical Code®, ICC Performance Code®, International Plumbing Code®, International Private Sewage Disposal Code®, International Property Maintenance Code®, International Swimming Pool and Spa Code™, International Wildland-Urban Interface Code®, and International Zoning Code®.

Isenberg, B. (2009). *Conversations with Frank Gehry*. New York: Random House.

This text is a portrait of Frank Gehry, one of the world's most influential architects. Drawing on the most candid, revealing, and entertaining conversations Isenberg has had with Gehry over the last twenty years. Gehry's subjects range from his childhood -- when he first built cities with wooden blocks on the floor of his grandmother's kitchen -- to his relationships with clients and his definition of a "great" client. The text discusses Gehry's architectural influences (including Le Corbusier and Frank Lloyd Wright) and what he has learned from Michelangelo, Rembrandt, and Rauschenberg, the thinking behind his designs for the Guggenheim Bilbao and the Walt Disney Concert Hall, the redevelopment of Atlantic Yards in Brooklyn and Grand Avenue in Los Angeles, the Gehry Collection at Tiffany's, and ongoing projects in Toronto, Paris, Abu Dhabi, and elsewhere. The text follows as Gehry illuminates the creative process by which his ideas first take shape. Sketches, models, and computer images provided by Gehry himself allow us to see how so many of his landmark buildings have come to fruition, step by step.

Pfeiffer, B.B. (2015). *F.L. Wright 1867-1959: Building for democracy*. Slovakia: TASCHEN.

Acclaimed as the "father of skyscrapers", the quintessentially American icon Frank Lloyd Wright (1867-1959) was an architect of aspiration. He believed in giving cultivated American life its fitting architectural equivalent and applied his idealism to structures across the continent,

from suburban homes to churches, offices, skyscrapers, and the celebrated Guggenheim Museum. Exploring Wright's aspirations to augment American society through architecture, this book offers a concise introduction to Wright's at one technological and Romantic response to the practical challenges of middle-class Americans.

Rosen, H.J., Kalin. M., Weygant, R.S., & Regener Jr., J.R. (2010). *Construction*

***specifications writing: Principles and procedures* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.**

This text claims distinction as the foremost text on construction specifications. This mainstay in the field offers comprehensive, practical, and professional guidance to understanding the purposes and processes for preparation of construction specifications. This edition uses real-world document examples that reflect current writing practices shaped by the well-established principles and requirements of major professional associations, including the American Institute of Architects (AIA), the Engineers Joint Contract Documents Committee (EJCDC), and the Construction Specifications Institute (CSI). Also included are guidelines for correct terminology, product selection, organization of specifications according to recognized CSI formats, and practical techniques for document production.

Smith, E.A.T. (2016). *Case Study Houses 1945-1966: The California impetus*. Slovakia:

TASCHEN.

The Case Study House program (1945-1966) Was a unique event in the history of American architecture. Sponsored by *Arts & Architecture* magazine, the program sought to respond to the postwar building boom with prototype modern homes that could be both easily replicated and readily affordable to the average American. Concentrated on the Los Angeles area, the Case Study Houses included 36 model homes commissioned from major architects of the day. The criteria included “using, as far as is practicable, many war-born techniques and materials best suited to the expression of man's life in the modern world.” The results of the program would redefine the modern home and extend influence not only across the United States but around the world. This compact guide includes all of the Case Study Houses with over 150 photos and plans, and a map showing locations of all sites, including those that no longer exist.