

**READING REPORT INSTRUCTIONS / ADVICE (20%):**

8/24/16

In order to promote critical reading and good discussions, you will write several brief (2pp.) "reading reports" on the most important readings in the syllabus (see schedule below). These reports serve as proof that you read, but more importantly should reveal the kind of (deep?) thinking you do about the readings and ideas. Check the syllabus every week to see the required readings, including exact page numbers. Also remember that in addition to online readings, there are often pages in the Curtis and the Conrads textbooks.

The reports will be **DUE at the beginning of the class for which you are writing**: you must submit a hard copy to the instructor. It will NOT be possible to submit reading reports late or to write about past classes.

**CONTENT**

\*\*\* This course is about buildings and IDEAS, and connections between them... For the reading reports you should focus primarily on the PRIMARY SOURCES, the THEORY, and less on the textbook, the buildings, or the biography of the architects. When in doubt, focus on the writings BY the architects of the time...

Show you've read all the readings, but also feel free to focus on a few aspects. The reports should:

- 1) summarize the contents and main points of those readings dealing with the main subject of the discussion;
- 2) discuss and analyze the readings with respect to other readings; and
- 3) list three profound questions about the material.

A more detailed outline of sections might include:

- Brief introduction or overview of your thoughts or reactions to the readings
- Very brief summary of each reading
- 1 or 2 specific topics from one or more of the readings that you want to develop an argument about
  - Support your argument with at least one of these:
    - Quotations from the readings (always footnote all quotes!!!)
    - Buildings as examples (for example the Red House while you are talking about Arts & Crafts)
  - Compare and contrast readings with previous readings or lectures for the class
  - Your own interpretation, but not your personal "opinion" or whether you like it or not...
- Conclusion
- 3 Questions

**STYLE**

Avoid bullet-points, sentence fragments, run-ons, and random thoughts. Create logical arguments.

Each paragraph should have its own structure: Introduction - Body - Conclusion.

Be a historian: avoid first person or your "personal opinion," or comparing it to contemporary trends you know.

Instead look to "analyze" and understand what you read more clearly in a historical method, by comparing it to other historical things you've learned. How is it different than what came before or after? Why did it happen?

Distinguish between "primary" and "secondary" sources; focus on the "primary" sources from the time period.

Dates matter: Don't confuse long-ago authors and contemporary people. History is written in the past tense.

Look up the Author (Heynen is a woman; she lives NOW). Who were they? Why were they significant?

Footnote or cite sources/quotes properly

Staple (or print double-sided)

**GRADING**

Reading Reports are Graded on an A / B / C basis, as follows:

A = well-written, concise summary of the required readings in an integrated, essay format, combined with insightful analysis that relates the readings to each other, and perhaps to other related sources (emphasis on architecture, and course material). The student seeks fresh, personal insights based on a close reading of the well-known texts.

B = well-written, effective summary of the material, which could use more cogent analysis, and more integration of the discussion of the various texts. Often merely discusses each reading in succession, or strays from the texts too far.

C = readings completed, and assignment complete, but not enough effort to go beyond the minimum summary. Often unclear or disorganized thoughts.