

Fall 2011

**The University of Texas at Arlington
School of Architecture**

Syllabus- Architecture 3554 Design Studio II (5 credit hours)

Section- 002

Room- Arch 311

2:00 – 4:50 pm

Prerequisites: ARCH 3323, 3343, 3553; ARCH 3324 and ARCH 3337 credit or concurrent enrollment.

Instructor: Thad Reeves

Office: 315

Office Hours: M-W-F 1:00 pm- 2:00 pm by appointment only

Course Description:

ARCH 3554 is a continuation of ARCH 3553, with an increased complexity and scale of projects, incorporating a variety of design theories and technical issues with an emphasis on site considerations.

Objectives: Studio exercises will be geared towards the study of Urban Design. Lectures and discussions will include historical information as a basis for understanding the built environment of the city. Research will be imperative to each student's success.

Further exploration of structure and construction techniques will also be incorporated into the class.

Studio classes are cumulative in their content, so each student is expected to recall information from previous studios as a basis on which to make decisions.

Attendance Policy:

Attendance for studio is mandatory. Studio courses are the core of a design school's curriculum. After three absences students will be advised of the number of absences and should consider dropping the class. It is the student's responsibility for dropping a course. The instructor may not drop a student for any reason. More than three absences will result in a half letter grade reduction in the final course grade for each class period missed after that point. Students should be present on time and ready to work and stay the entire class period. Late arrivals and early departures will result in a ½ absence. Late is defined by the following: Any time after the instructor arrives. Disappearing during class may result in absence being noted.

Excuses for outside work obligations or personal issues are not acceptable for incomplete work or absences.

Studio Work:

The studio is a learning environment. Working at school in the studio is strongly suggested. Developing a good rapport with your fellow students is crucial. Working during the allotted class time is expected. Your studio workspace should be set up and maintained in order to allow for real work to be done during class time. Most importantly this includes a space for drawing.

Supplies:

Drawing Table: It is mandatory that you have a drawing space setup in studio. You are required to have a mayline parallel drawing bar or the equivalent. Minimum size required is 36", 42" is recommended. The bar should be mounted to a suitable drawing surface. The deadline for having this space setup is one week from the start of class. After that point all students will receive a pass/fail grade for their studio space. A half absence will also be recorded for each day this requirement is not fulfilled. You can find

them online at www.engineersupply.com. I have no connection to this company and do not profit in any way from your purchase. Feel free to find a local store or another online source.

Drawing Equipment: Fountain pens and felt tipped pens are the preferred drawing instruments for drawing. Mechanical Pencils and Ball Point pens are not allowed. It is impossible to develop more than one line weight using these drawing tools.

Assigned Reading:

The instructor will provide reading assignment throughout the semester. Assignments are to be completed before the beginning of the following class period. Reading assignments are supplemental learning tools and lead to a greater understanding of the architectural principles being discussed during the course. Remember.... reading is fun.

Quizzes:

Quizzes may be given periodically and it is the student's responsibility to be current with course material by asking questions and note taking.

Sketchbooks:

Sketching is an essential tool to convey ideas to others as well as develop architectural concepts and begin a dialogue with yourself that will foster a greater understanding of the project. Your sketches on tracing paper or in your sketchbook should document all project development.

Student Performance Criteria:

Ability: Skill in relating specific information to the accomplishment of tasks. Students can correctly select the information that is appropriate to a situation and apply it to the solutions of specific problems

Understanding: assimilation and comprehension of information. Students can correctly paraphrase or summarize information without necessarily being able to relate it to other material or see its fullest implications.

Awareness: familiarity with specific information, including facts, definitions, concepts, rules, methods, processes, or settings. Students can correctly recall information without necessarily being able to paraphrase or summarize it.

1. **Verbal and Writing Skills-** Ability to speak and write effectively on subject matter contained in the professional curriculum.
2. **Graphic Skills-** Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process.
3. **Research Skills-** Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.
4. **Critical Thinking Skills-** Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.
5. **Fundamental Design Skills-** Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces building elements, and components.

6. Collaborative Skills- Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings.
7. Human Behavior- Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment.
8. Human Diversity- Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.
9. Use of Precedents- Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architectural and urban design.
10. Western Traditions- Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.
11. Non Western Traditions- Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world.
12. Formal Ordering Systems- Understanding of the fundamentals of visual perception and the principles and systems of order that inform two and three-dimensional design, architectural composition, and urban design.
13. Structural Systems- Understanding of the principles of structural behavior on withstanding gravity and lateral forces, and the evolution, range, and appropriate application for contemporary structural systems.

Grading Policy:

Assignments will be broken down into exercises and projects. Exercises are generally considered as shorter assignments that have duration of one to two class periods while projects are larger in scope and have a longer duration.

Exercises will represent 30% of the final semester grade
Projects will represent 60% of the final semester grade.
Teacher evaluation will represent 10% of the semester grade.

Each Assignment (exercise or project) will be given two letter grades.

One grade will be given for the execution of the assignment (solution, meeting the objectives)
60%
One grade will be given for the craft and quality of the presentation (drawings, models, sketches)
40%
Quizzes will be given one letter grade and be considered as exercises.

Assignments are due at the beginning of each class period. Each class period late may result in a letter grade deduction.

Craft is essential to the study and practice of architecture. Each assignment, whether sketches, text, drawings, or model, should be crafted with the utmost precision. Attention to detail leads to a greater understanding of jointure and detail. Craft is not an end in itself. It can often times be incorporated as a major component of a design concept.

Grades are given based on the student's comprehension, synthesis, execution, and craft of a given design problem. Grades are not given for the amount of effort put forth, or for simply showing up. Each student will be given every opportunity to be successful and in the end each student will earn the grade received.

"Nobody slides my friend it's a truth on which you can depend
If you're living a lie it will eat you alive and nobody slides my friend
Nobody slides my friend you can try it but you'll never win
You can scream you can shout but it all evens out
And nobody slides my friend"

- Willie Nelson

A- Exceptional

The student demonstrates mastery of the design problems presented and exceeds expectations for scope of work, solution, craft, and presentation. The student has shown a high level of critical thinking, problem solving and has developed a consistent architectural language. The student is always prepared for class with new material for discussion each class period. Dialogue with the professor, fellow students and presentation of material is clear, professional and consistent.

B- Above Average

The student clearly demonstrates strong comprehension of design objectives, vocabulary, and reading assignments. Student is attentive, shows steady improvement throughout the semester and engages in most discussions. The student is well prepared for class with new material for discussion each class period. All assignments are well crafted and present the design concepts well enough to foster discussion.

C- Average

Student demonstrates a basic comprehension of the design objectives, vocabulary, and reading assignments. Solutions reflect some improvement over the course of the semester. The student is prepared for most sessions and asks few questions during class discussions or lectures. The student completes the bare minimum required for the assignments.

D- Poor

Student exhibits a poor comprehension of design objective, vocabulary and reading assignments. The student does not demonstrate improvement and is ill-prepared for each class period. The student rarely engages in class discussion, shows little initiative, assignments are rarely completed on time and craft is generally poor. Overall comprehension of the objectives is low. Student lacks the skills to be successful at the next level.

E- Failing

Student fails to demonstrate comprehension of design objectives, vocabulary, and reading assignments. There is little or no improvement during the semester. The student is poorly prepared for class and does not engage in class discussions. Craft is unacceptable.

Academic Dishonesty:

It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Scholastic Dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any acts designed to give unfair advantage to a student or the attempt to commit such acts.: [Regents Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22]”

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities ACT-(ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability, Student responsibility primarily rests with informing the faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Student Support Services:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transitions, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.