

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

**Instructor:** Dennis A. Chiessa

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**Office Hours:** MWF 1 pm or by appointment

**Syllabus** Arch 2552 Spring 2012

Basic Design + Drawing II – Section 003/005

**Location:** Arch 105

**Meeting Time:** MWF 9:00 am – 11:50 am/2:00 pm – 4:50 pm

**COURSE DESCRIPTION:**

Basic Design + Drawing II: ARCHITECTURE I (3-6) 5 hours credit. A continuation of ARCH 2551 with emphasis on three-dimensional design fundamentals with small-scale spatial and architectural applications. Prerequisite: ARCH 2551. Credit or concurrent enrollment in ARCH 2304. Restricted to Architecture-intended and Interior Design-intended majors.

**PEDAGOGY – COURSE GOALS:**

Teaching architecture principles focuses on developing the student ability to understand what an architectural idea is, how an architectural idea is developed, and how to implement an architectural idea into a design problem. The design process is explored through experimentation utilizing lectures and design exercises. Lectures and design exercises emphasize the development of architectural skills to facilitate completion of communication tools for the comprehensive portrayal of ideas.

**STUDENT LEARNING OUTCOMES:**

The criteria encompass two levels of accomplishment

**1 -Ability:**

Skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

**2 - Understanding:**

The assimilation and comprehension of information without necessarily being able to see its full implication.

**Speaking and Writing Skills**

Ability to read, write, listen, and speak effectively

**Critical Thinking Skills**

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

#### Graphics Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

#### Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

#### 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

#### Fundamental Design Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

#### 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

#### Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

#### Use of Precedents

Ability to incorporate relevant precedents into architecture projects

#### **REQUIREMENTS:**

Prerequisite: ARCH 2551. Credit or concurrent enrollment in ARCH 2304. Restricted to Architecture-intended, Interior Design-intended, ARCH - University College, and INTD - University College majors.

#### **REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS:**

##### **Textbooks:**

Experiencing Architecture by Steen Eiler Rasmussen  
Towards A New Architecture by Le Corbusier  
Form, Space and Order by Francis Ching

#### **QUIZZES – ASSIGNMENTS – SKETCH BOOK:**

There will be no exams in this section; however, quizzes may be given periodically covering material presented in lectures and assignments. As quizzes may be given without announcement, students should review lecture notes and assigned readings prior to attending class. It is the student's responsibility to ask questions for a better understanding of information covered.

There will be multiple exercises accompanied by larger projects throughout the semester. Assignments are designed for students to display their understanding of course material and objectives. Sketch book projects will be assigned in addition to exercises and projects.

Sketching is an essential part of architecture. Not only do we communicate ideas through sketching, we also remember, learn, and solve problems. Each student will be required to maintain a comprehensive documentation of exercises and projects on trace paper, and complete assigned sketch book projects in their sketch book.

#### **GRADING POLICY:**

Each assignment will receive two letter grades:

- one for execution of design principles
- one for quality of presentation and technical skills
- Projects will receive grades for: design, drawings, craft of final model, preliminary reviews

Each assignment is equally important to further develop overall comprehension of course material and is considered mandatory.

Excellent craftsmanship is essential in architecture and will be a component of consideration for assignment evaluations. Craftsmanship helps develop architectural skills including attention to detail, articulation, and an understanding of jointure and connection. Craftsmanship is an important factor in model building, but is not limited to model building. Craft also includes precision in drawing.

Work is due at the commencement of class on the assigned date. **Late work shall not be accepted.**

All evaluations of work shall be based on the students' design comprehension, mastery of course material, and the ability to communicate design thesis through dialogue, and visual presentation.

#### **Letter grade definitions:**

##### **A – Exceptional:**

Student has strongly exceeded all requirements as provided by instructor. Design solutions reflect genuine comprehensive understanding of concepts and design vocabulary. The design solution not only meets the requirements of the project but also exceeds the scope of work. An 'A' student challenges all reading material, lectures and assignments in a consistent process through an architectural dialogue with the instructor, critics and fellow students. The design process is clearly evident throughout the entire semester with the completion of all assignments, and demonstrates an evolution of the projects on a daily basis. Final drawings and models are of impeccable craft with a strong attention to detail that clearly explains the entire thought process and design thesis. Student presents project in a professional manner clearly enunciating concepts and design solution.

##### **B – Above average:**

Student has completed all requirements as provided by instructor. Design solutions reflect strong comprehension of design objectives, vocabulary and reading assignments. The design thought process steadily improves throughout the semester as the student is well prepared for every session with new work. Student participates in most class discussions, asks appropriate questions and shows genuine interest in developing design skills. Final drawing and models are well-crafted, with attention to detail. The student presents concepts thoroughly enough to engage in a discussion that helps to improve the project.

##### **C – Average:**

Student has completed all requirements as provided by instructor. Design solutions reflect basic comprehension of design objectives, vocabulary and reading assignments. The thought process of the design reflects some improvement throughout the semester. The student is prepared for most sessions with new work. Student participates in some class discussions, asks few

questions and shows little interest in developing design skills. Final drawing and models are completed to meet requirements only.

**D – Poor:**

Student has not completed all requirements as provided by instructor. Design solutions fail to reflect basic design principles presented in studio, and demonstrate a lack of comprehension of course material. The design process does not evolve throughout the semester, as the student is ill prepared for sessions. Student rarely participates in class discussions and shows little initiative to advance design vocabulary. Assignments are rarely completed on time. Final drawings and models are poorly crafted with little attention to detail and minimal delineation of concepts.

**F – Failing:**

The following, in whole or in part, constitute a failing grade: student completes only a portion of the requirements as provided by instructor; design solutions fail to reflect any basic design principles presented in studio; the student demonstrates lack of comprehension of course material; the design process does not evolve throughout the semester; the student is ill prepared for sessions; the student does not participate in class discussions, and shows no initiative to advance design vocabulary; assignments are not completed on time; final drawings and models are crafted poorly without attention to detail and lack delineation of concepts.

**Final evaluation will be broken down as follows:**

Quizzes, Attendance and Daily Progress – 10 % (see attendance policy below)

Sketch Book Projects – 10 %

Studio Exercises – 20 %

Studio Projects – 60 %

***Grades are final and not negotiable.*** Students will receive an average of their grade the week of the final drop date. Student is responsible for keeping track of graded assignments. I will not give you an average every week of the semester. Student can inquire about grades on specific assignments where grades were not written on the drawings. ***AGAIN:*** I will *not be updating your average on a daily basis*, but you should track your grades and average them to figure out your average.

**ATTENDANCE POLICY:**

Attendance is mandatory. Three absences are allowed, after which you will be advised to withdraw from the class. For each additional absence students will receive a one letter grade reduction from his/her overall course grade. Students are expected to attend every studio session and all pin ups and reviews. Excuses of outside work, and personal affairs are unacceptable for incomplete work and absences.

Students are expected to be in studio during the entire class session. Being tardy, leaving early, or disappearing for extended periods of time during class will amount to the equivalent of one absence. Students will be considered late if they are not in class at the moment attendance is called (that could be any time during class – beginning, middle or end).

The studio space is set up as a learning environment, working in studio is mandatory during class time and strongly encouraged outside of class time.

**DROP POLICY:**

This course may be dropped with a grade of “W” at any time prior to and on the final drop date. Students are completely responsible for dropping the course. The instructor cannot drop a student from the course for any reason.

#### **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 accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

#### **ACADEMIC INTEGRITY:**

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 act 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)

#### **STUDENT SUPPORT SERVICES AVAILABLE:**

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

#### **ELECTRONIC COMMUNICATION POLICY:**

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

#### **FINAL REVIEW WEEK:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

