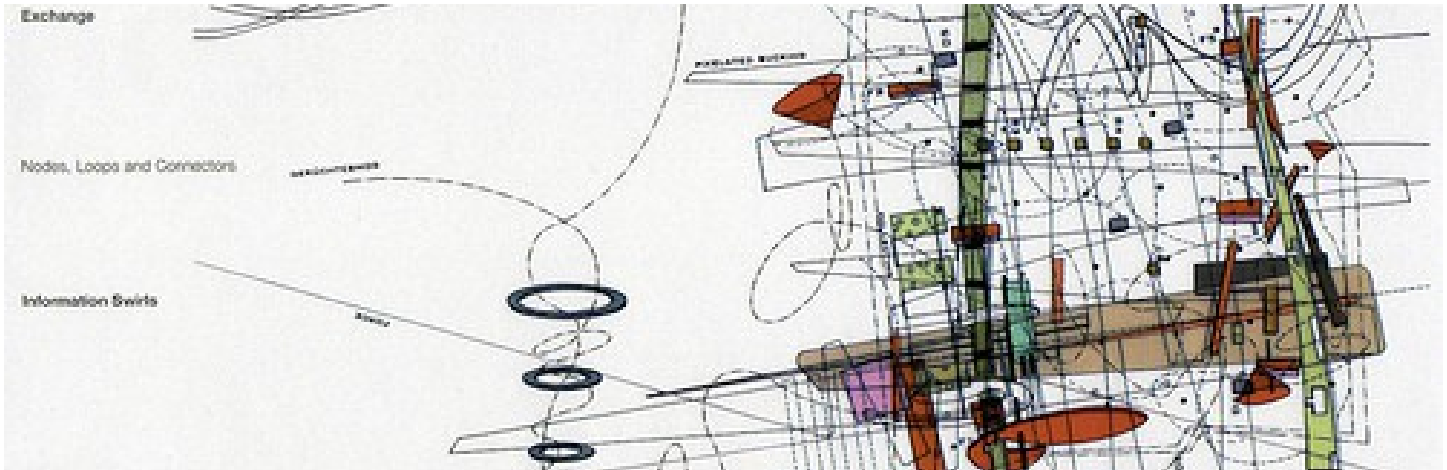


THE ANOMALIC CITY: Detecting Dallas



portion of some of Petra Kempf's layered maps from "You are the City" _ image from: <http://summn.com/tag/petra-kempf/>

"Truth is, process is messy."

_Jean-Louis Coquereau

Key Definitions

ANOMALY: n., a. Irregularity, deviation from the common order, exceptional condition or circumstance. *concr.* A thing exhibiting such irregularity; an anomalous thing or being b. *Nat. Sci.* Deviation from the natural order. c. *Grammar.* Irregularity, exception to the prevailing form of inflection, etc. (FROM OED.COM)

ANOMALOUS: adj., Unconformable to the common order; deviating from rule, irregular; abnormal. (FROM OED.COM)

ANOMALIC: "....." (FROM OED.COM) Categorically and generally undefined as evidenced by its omission from most commonly accepted dictionary, thesauruses and encyclopedias. In fact, most references will divert you from "anomalic" to "anomalous." However, seeing as the suffix "-ous" leads anomalous to refer to something's behavior in reference to a predominant external context, it differs essentially from what the intention of the suffix "-ic," which would refer to something's internally referenced behavior. This means that something is anomalous when it does not fit the outside norm but something that does not fit its own norm or structure is not necessarily anomalous, due to its internal variation of interval or pattern. I then pose the re-conjugation of the term as anomalic so as to define its internal variability, or variability within itself, rather than its deviation from an imposed, outside norm. The term anomalous also does not refer to behavior but merely classification, meaning it is a static term, one of labeling existence rather than speculating on potential to change or deviate, a descriptive capability found in a word suffixed in "-ic." However, these terms are not necessarily mutually exclusive. In fact, something – a city, for instance – can certainly be both anomalous and anomalic. Many second-language English speakers tend to not understand the curious lacking of the term anomalic from the English lexicon. Furthermore, anomalic is a term being used to describe curious internal behaviors and relationships in such fields as astronomy, meteorology, computer programing and even music. So allow me to properly introduce and define therm as we will understand and use it here...

ANOMALIC: adj. "a seemingly uncharacteristic trait or behavior internal to a system or organization that either presently does or potentially will deviate from its own inherent or expect pattern or fabric. It is an outlier within, a deviation from itself. It is not however a description of something lacking, ill-placed or miscreant in nature; it merely describes something evolutionary, soething holding transformative power within its present context. It is not a misfit, it is an identifying, internal precursor to a future state of being." (FROM JOSH)

ALEATORIC: adj. Dependent on uncertain contingencies; left to or resulting from a chance process; aleatory.

LIMINAL: adj., characterized by being on a boundary or threshold, esp. by being transitional or intermediate between two states, situations, etc. (FROM OED.COM)

LINEAR: adj. and n., a. Having the direction of a line; extended in a line or in length; spec. in Math. and Physics involving measurement in one dimension only; capable of being represented by a straight line on a graph (in Cartesian co-ordinates); involving or possessing the property that a change in one quantity is accompanied by or corresponds to a directly proportional change in a related one. linear equation, an equation of the first degree. linear numbers, linear problem

Syllabus Sections

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- III. Building an Academic Community – 03
- IV. Course Specifics – 05
- V. Student Performance Assessment – 10
- VI. Emergency Information – 12

I. Instructor Information

Joshua M. Nason, Assistant Professor

Email: nason@uta.edu

Phone: 817-272-2801

Office: Arch_325

Hours: Welcomed By Appointment

Web: <http://www.uta.edu/architecture/faculty-staff/joshua-nason.php>
<https://www.uta.edu/mentis/public/#profile/profile/edit/id/11480>

II. General Course Information

Catalog Course Description

ARCH 3554 DESIGN STUDIO: ARCHITECTURE II

(3-6) A continuation of ARCH 3553, with an increased complexity and scale of projects, incorporating a variety of design theory and technical/site considerations. Prerequisite: ARCH 3323, ARCH 3343, ARCH 3553. Credit or concurrent enrollment in ARCH 3324 and ARCH 3337. Junior standing in program. Restricted to Architecture majors. [5 semester credit hours]

Course Meetings

ARCH_3554_005: Design Studio: Architecture II

Room: Arch 412 | M/W/F 02.00-04.50p

Course Dropbox

username: nasondesignstudio@gmail.com

password: arch3554

NAAB Information

For more understanding of NAAB criteria, rules, and expectations visit the pages below.

UTA | SoA NAAB Information Webpage:

<http://www.uta.edu/architecture/resources/online/naab.php>

NAAB Homepage:

<http://www.naab.org>

NAAB Criteria

Our work will align with the applicable standards set forth by the National Architectural Accrediting Board Conditions for Accreditation, Student Performance Criteria set forth below.

Through necessary evidence, the students will exhibit ability to employ:

DESIGN through

- A.1. Communication Skills
- A.2. Design Thinking Skills
- A.3. Visual Communication Skills
- A.5. Investigative Skills
- A.6. Fundamental Design Skills
- A.7. Use of Precedents
- B.2. Accessibility
- B.3. Sustainability
- B.5. Life Safety

Through necessary evidence, the students will exhibit an understanding of:

- A.8. Ordering Systems
- A.11. Applied Research
- B.2. Structural Systems

Further, students will apply conventions of design drawing and modeling in order to develop an ability to thoroughly communicate their own design ideas and intent to their instructor, peers and visiting critics.

Course Goals

This course seeks to:

- Introduce students to the foundational vocabulary, syntax and application of the language of architecture.
- Establish a momentum of studio culture while developing the foundational vocabulary and methods for making architecture.
- Define aspirational standards for craft and material sensibilities.
- Create the ability to form clear architectural propositions and make qualitative assessments of design work.
- Cultivate a spirit of inquiry and action.
- Instill in students methods of seeing and doing not previously understood.
- Develop and refine concrete and powerful design ideas and proposals.
- Further hone student skills of design development and communication.
- Cultivate intention through rigorous design processes and critical debate.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:

- Create precise and instrumental design deliverables.
- Comprehend and communicate through drawing, building, writing and speaking the foundational language of architecture.
- Establish and foster a constructive studio ethic of active production and critical reflection.
- Establish and maintain a documentation system for managing work in process and completed in analog and digital form.
- Understand contextual influences as creative design generators.
- Exhibit an understanding of inter-related building systems (such as formal, cultural, tectonic, structural, mechanical, and other systems).
- Analyze, utilize and employ various aspects of design precedents.

Assessment of Student Work

The expected learning outcomes of this course will be assessed through:

Evaluation of design drawings, models and other deliverables produced in response to assignments.

Evaluation of **performance** on studio projects including drawings, models, writing, and verbal presentations.

Evaluation of constructive participation in studio discussions and critiques.

Evaluation of work submitted physically and digitally to the course work repositories. Detail instructions such as naming conventions and organization are to follow.

III. Building an Academic Community

Policies + Procedures

University Policies + Procedures:

www.uta.edu/policy/

Code of Conduct:

www.uta.edu/conduct/code-of-conduct/index.php

UTA Undergraduate Catalog:

www.uta.edu/catalog/

UTA Graduate Catalog:

grad.pci.uta.edu/about/catalog/current/toc/

** Visit the Student Code of Conduct (under Academic Misconduct) for detailed information regarding grading policies and classifications as well as expectations for academic integrity. Cheating, plagiarism or other acts of "Scholastic dishonesty" as deemed by this document will not be tolerated. Guilty students will be removed from the course and given a grade of "0" for the course. It is expected that all work done for this course is an original piece, authored by the submitting student(s) and intended solely for the purposes of this course.*

Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at www.uta.edu/conduct/.

Assistance

Be it known that a goal of mine as a professor is to make the content of this course as accessible as possible to all of my students. If possible, I aim to help remove any roadblocks that may prevent you from understanding the content. Please come to me early and often if you need help and I will do my best to administer just that as is allowed and prudent to do so.

Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling 817-272-3364.

Counseling and Psychological Services, (CAPS)

CAPS services are also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives. You can contact them at www.uta.edu/caps/ or by calling 817-272-3671.

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit: uta.edu/eos.

Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. To assure that all students gain maximum opportunities from time spent in class, students are prohibited from engaging in any form of distraction. Since much of the success of the class hinges on open and engaged conversation regarding the topics discussed, it is requisite that all conversation in and regarding the course maintain in professional, respectful tones even if disputes or disagreements arise. Conversation and/or actions to others in the class deemed disrespectful, derogatory or counterproductive will not be tolerated. There will be no bullying or intimidation of any sort (physical, verbal, gestural, etc.) tolerated in the class. Offenders will be dismissed from class for the day. A second occurrence warrants failure or mandated dropping of the course. If we work together to form a community of higher respect, therefrom attaining higher cooperation and learning, we will ostensibly become better versions of ourselves, both collectively and individually.

This class will always be a place of respect, professionalism, and the inclusion and investigation of ideas. There will be no discrimination – ever!

This studio course will also follow the guidelines and aspirations set forth in the School of Architecture's Studio Culture Policy. We should also admonish others, in all settings within our academic environments to do so, thereby demanding that each of us, our peers and community members uphold the principals of respect and

inclusion that make our environments safer and more conducive to learning. We should also abhor and deny all practices that compromise our community's safety in all forms – even if technically legal.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit www.uta.edu/news/info/campus-carry/

Student Support Services

UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/universitycollege/resources/index.php.

Tutoring

www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php

Major-based Learning Centers

www.uta.edu/universitycollege/resources/college-based-clinics-labs.php

Advising and Mentoring

www.uta.edu/universitycollege/resources/advising.php

Federally Funded Programs

www.uta.edu/universitycollege/current/academic-support/mcnair/index.php

UTA Library and Research Resources**Library Home Page**

library.uta.edu

Architecture Library

library.uta.edu/locations/afa

Library Home Page

<https://library.uta.edu>

Maps and Atlases Collection

library.uta.edu/collections/maps-atlases-collection

Academic Plaza Consultation Services

library.uta.edu/academic-plaza

Ask Us

ask.uta.edu/

Library Tutorials

library.uta.edu/how-to

Special Collections

library.uta.edu/special-collections

Study Room Reservations

openroom.uta.edu/

FabLab

fablab.uta.edu/

Subject and Course Research Guides

libguides.uta.edu

Subject Librarians

www.uta.edu/library/help/subject-librarians.php

Database List

libguides.uta.edu/az.php

Course Reserves

pulse.uta.edu/vwebv/enterCourseReserve.do

Connecting from Off- Campus

libguides.uta.edu/offcampus

Ask A Librarian

ask.uta.edu

Academic Plaza Consultation Services

library.uta.edu/academic-plaza

*The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: www.uta.edu/library/services/distance.php. The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit libguides.uta.edu/os and libguides.uta.edu/pols2311fm. If you have any questions, please feel free to contact Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.

The English Writing Center

The Writing Center, in room 411 of the central Library, offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. library.uta.edu/academic-plaza

The IDEAS Center

The IDEAS Center, on the 2nd Floor of Central Library, offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at www.uta.edu/oit/cs/email/mavmail.php.

Email and Communication Etiquette

In an effort to help instill in students an understanding of proper professional etiquette while emailing, a few guidelines will govern all email communication for this course. Please understand that professional email messages (which all emails to your professors and classmates should be recognized as) are not texts nor social media messages. Nor are they an opportunity for the pervasive use of lazy acronyms or overly casual communication. Each email to the professor must follow the following format or it will be ignored. Your compliance is appreciated.

Begin with a salutation and the name of the person with whom you are communicating (ex: "Dear Professor Smith" or "Hello Jennifer"). Compose your message as the body of a formal business letter, writing complete sentences, using formed paragraphs, and paying attention to grammar and punctuation. Brevity is appreciated where possible. Conclude your email with a closing salutation and your name as you desire to be called (ex: "Sincerely, Alex"). You can format the message according to your style and taste and when appropriate an informal tone is acceptable. Once an exchange has been instigated and a conversation is underway, subsequent emails can be treated as continuations of an already established discourse, foregoing some of the salutation formalities. However, you should still adhere to grammatical accuracy and maintain a professional, respectful tone.

Personally, I am fine with being called either Professor Nason and/or Josh. However, "Nason" is indecisive and should be avoided. Nicknames are not appropriate in a classroom setting. Please understand that other professors may have different preferences that should be considered when addressing them.

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit www.uta.edu/sfs.

University Attendance Policy

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will outline my policy below. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Course Attendance Policy

In this course, students are expected to attend all scheduled class meetings for the full class period. It is the policy of this course that a total of four (4) absences is considered excessive, requiring the student to drop the class or receive a grade of “F” in compliance with drop deadlines. All absences are considered unexcused with the exception of those due to religious observance and officially approved trips (according to guidelines specified in the UTA Undergraduate Student Catalog). Necessary absences must be discussed in person with the instructor in advance when at all possible, or if not so in a prompt manner.

Attendance is defined as participation in all class activities including lectures, group and individual discussions, presentations, demonstrations, discussions, in-class assignments, and class trips. Attendance requires students to have their tools, materials, and supplies available for all

applicable activities. Any tardiness, leaving early, lack of participation, walking in and out of lectures, divided attention, disruptive behavior, etc. will count as 1/2 of an absence, or more, at the discretion of the professor. Students are not allowed to work on assignments from other classes during any of our meetings. Any required materials due on a particular class day are due prior to the beginning of class, or at the otherwise expressly stated time. All work must be submitted on time and in compliance with the submission deadlines and details for each specific assignment. Students not having materials (written assignments, drawings, printouts, presentation materials, papers, etc) at the start of class will be considered tardy.

Further, attendance is not merely a matter of being present. It is essentially a manifestation of engagement. Students are required to be present and engaged in the course for the entirety of each meeting. Anything less can be considered an absence as it ultimately results in hindered and potentially unsuccessful effort in the course. In parallel, partial effort deserves partial reward – meaning assessment and therefore grades will be affected. Attendance in class is mandatory during scheduled meetings. The collective participation in the communal environment of the seminar is an explicit pedagogical component of this course.

Students are expected to comply with University and School of Architecture policies for reporting student illness requiring absence from class or immediate family member deaths. While there is no formal regulation or impact on your grades for activities outside of our schedule times, participation in discussions and events (such as the lecture series) outside of class is also greatly encouraged as it has the potential to greatly impact your education.

Expectations for Out-of-Class Study

A general rule of thumb for university study is that for every credit hour earned, a student should spend at least 3 hours per credit hour week working outside of class. Hence, a 3-credit course should have a minimum expectation of 9 hours of reading, study, etc. However, as you all know, design is not a process that lends itself to such hourly input estimations. In most cases it takes more than this fractional investment of time outside of studio in order to successfully complete architecture projects.

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend sufficient time on their own each week in course-related activities, including thinking, reading required materials, writing, completing assignments, drawing, sketching, modeling, attending lectures, visiting architecture and so on.

Final Review Week

For semester-long courses, 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 syllabus*. 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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

IV. Course Specifics

Class Operation and Organization

This course will be intense. Students will engage in work, learning and discussion in a rigorous research and design setting. Due to this rigorous and detailed nature and our diverse group of students, some of the work (but not all) done in the course will be completed in small groups (trust me, you'll benefit from one another). This will make your work more efficient and our time more evenly shared amongst all students. Students will be required to work in various means in order to gain and retain the information necessary to better understand urban design, architectural design, mapping, and other topics and forms of investigation. Such means will include (but are not limited to) reading, writing, drawing, building, making, analyzing, testing and proposing.

Each student is expected to be present and engaged in all classes and work sessions in order to absorb, apply and further the information presented. Students are responsible to and should digest feedback from their entire group of peers as well as the faculty member leading discussions and guiding assignments. As a design course interested in contemporary issues and critical discourse, we will engage in many in-depth topical discussions. This course will not only include the dissemination of studio briefs followed by desk-crits. Faculty will lead the general discourse and tone of our meetings, but all students are required to participate in discussion and work sessions in order to enrich, direct and make more applicable each of our conversations. This builds an intellectual community within the class.

This course will utilize various media and means [both analog and digital in nature] in order to facilitate thorough and effective idea communication within the work completed. It is the responsibility of each student to check email multiple times each day in case of announcements or directions. Students must also regularly check any web-based resources in order to stay informed, receive instruction and submit work. Such resources will be made known as the semester progresses. Students are responsible to be up to date with all announcements, resources, directions and other vital issues regarding the class. If something is posted for or presented to students via email or class or personal communication it is expected that each student is aware of such communication and therefore responsible for acting in accordance with said communication.

References

A Note on Resources:

We will use several resources in the course, both text and audio/visually based. See the course schedule for a more comprehensive list. A student desiring more resources should ask Professor Nason. There is much to be studied and absorbed regarding cities and I am happy to direct you to more knowledge. Some of the readings will be digitally distributed to the course, others will need to be purchased.

Required Texts:

TBA, may vary by student.

**The instructor reserves the right to add texts or resources as the semester progresses. If/as references evolve throughout the course of the semester, the professor will notify the class accordingly. The course's dropbox will house additional references that will evolve throughout the study.*

**Below is a growing list of many books you may find interesting and/or helpful. This is not intended to be a comprehensive list but should give you some good options. There are certainly many books that should, and hopefully will soon, be added to this list.*

Recommended Textbooks:

+*Design Through Making* [from the AD Series]. Bob Sheil, ed. Wiley-Academy. West Sussex, 2005. ISBN:978-0470-090936

+*Drawing + Architecture* [from the AD Series]. Neil Spiller, ed. Wiley-Academy. West Sussex, 2005. ISBN:978-1118-418796

+*Combinatory Urbanism: The Complex Behavior of Collective Form*. Morphosis and Thom Mayne. Stray Dog Cafe, Culver City. 2011 - ISBN: 978-0-9830-76308

+*Drawing: The Motive Force of Architecture*. Peter Cook. John Wiley and Sons, Ltd, West Sussex. 2008 – ISBN: 978-0-470-03481-1

+*Augmented Landscapes*. Smout Allen. Princeton Architectural Press, New York. 2007 – ISBN: 978-1-56898-625-4

+*The Diagrams of Architecture*. Mark Garcia, ed. John Wiley and Sons, Ltd, West Sussex. 2010 – ISBN: 978-0-470-51944-5

+*Cinematics: Architectural Drawing Today*. Brian McGrath and Jean Gardener. Wiley Academy, West Sussex. 2007 - ISBN: 978-0-470-02669

+*Toward a Minor Architecture*. Jill Stoner. The MIT Press, Cambridge. 2012 – ISBN: 978-0-262-51764-5

Supplemental Resources:

+*Coupling, Strategies for Infrastructural Opportunism*. Infranet Lab/Lateral Office. Princeton Architectural Press, New York. 2011 – ISBN: 978-1-56898-985-3

+*Recombinant Urbanism: Conceptual Modeling in Architecture, Urban Design, and City Theory*. David Grahame Shane. John Wiley and Sons, Ltd, West Sussex. 2005 - ISBN: 978-0470-09331-3

+*Integral Urbanism*. Nan Ellin. Routledge, New York. 2006 - ISBN: 978-0-415-95228-6

+*Surface Architecture*. David Leatherbarrow and Mohsen Mostafavi. The MIT Press, Cambridge. 2002 - ISBN: 978-0-262-13407

+*Architecture and Beauty: Conversations with Architects about a Troubled Relationship*. Yael Reisner. John Wiley and Sons, West Sussex. 2010 – ISBN: 978-0-470-99784-0

+*The Alphabet and the Algorithm*. Mario Carpo. The MIT Press, Cambridge. 2011 – ISBN: 978-0-262-51580-1

+*The Thinking Hand: Existential and Embodied Wisdom in Architecture*. Juhani Pallasmaa. John Wiley and Sons, West Sussex. 2009 – ISBN: 978-0-470-77929-3

+*Atlas of Novel Tectonics*. Reiser and Umemoto. Princeton Architectural Press, New York. 2006 – ISBN: 978-1-56898-544-1

+*Architecture and Disjunction*. Bernard Tschumi. The MIT Press, Cambridge. 1996 – ISBN: 978-1-56898-544-1

+*Architecture Depends*. Jeremy Till. The MIT Press, Cambridge. 2009 – ISBN: 978-0-262-01253-9

+*On Weathering: The Life of Buildings in Time*. Mohsen Mostafavi and David Leatherbarrow. The MIT Press, Cambridge. 1993 - ISBN: 978-0262631440

+*Informal*. Cecil Balmond with Jannuzzi Smith. Prestel-Verlag, Munich. 2002 - ISBN: 3-7913-2400-4

+*The Function of Form*. Farshid Moussavi. Actar and Harvard University, Barcelona. 2009 - ISBN: 978-84-96954-73-1

+*Cities and Complexity: Understanding Cities With Cellular Automata, Agent-Based Models, and Fractals*. Michael Batty The MIT Press, Cambridge. 2005 - ISBN: 0-262-02583-3

+*Toward a Minor Architecture*. Jill Stoner. The MIT Press, Cambridge. 2012 – ISBN: 978-0-262-51764-5

+*The Embodied Image: Imagination and Imagery in Architecture*. Juhani Pallasmaa. John Wiley and Sons, West Sussex. 2011 – ISBN: 978-0-470-771191-0

+*Computational Architecture: Digital Designing Tools and Manufacturing Technics*. Asterios Agkathidis. BIS Publishers, Amsterdam. 2012 – ISBN: 978-90-6369287-2

+*Tooling*. Aranda Lasch. Princeton Architectural Press, New York. 2006 – ISBN: 978-1-56898-547-9

+*Resilience*. Stasus, James A. Craig, Matt Ozga-Lawn. Princeton Architectural Press, New York. 2012 – ISBN: 978-1-61689-031-5

+*A Country of Cities: A Manifesto for an Urban America*. Vishaan Chakrabarti. Metropolis Books, New York. 2013 – ISBN: 978-1-935202-17-2

+*Landform Building*. Stan Allen and Marc McQuade, eds. Lars Mueller Publishers, Baden. 2011 – ISBN: 978-3-03778-223-1

Although a comprehensive list is not currently fixed, other suggested texts and resources will be disseminated throughout the semester. We also will reference and use several digital resources. The list will continue to grow and develop – stay tuned. A student desiring more resources should ask Professor Nason. There is much to be studied and absorbed regarding architecture, urbanism, design, art, history, theory and everything else we will talk about during the semester.

Materials + Software

At this point in time, there is not an official “supplies list” for the studio. The specific materials and supplies needed to complete the course work will differ for each student and will evolve throughout the course of the semester. As the semester develops, the instructor will specify several items that are needed to be procured for successful assignment completion. However, much of the necessary items will be determined by individual students during the authorship of their work.

In order to help in planning it should be understood that the course will require the completion of many drawings and models, executed both digitally and via analog means. As such, access to a computer for drawing and modeling will be needed. It is highly recommended that each student have a sufficient computer for her/his personal use.

A Note on Note Taking:

Note taking is, without question, essential to student success in this course. For this course, notes must be taken in analog fashion (pen and paper – more below) and not on any digital device. While computers, tablets, phones, etc are wonderful tools and can be tremendous devices for note taking, we will not use them as such in this course. No personal technological devices are to be used during class. Period. Thus, each day, students are required to bring with

them the writing resources necessary to take sufficient analog notes in an organized manner. Included in lecture and discussion sessions will be visual examples of principles and precedents covered. Notes will best serve their takers when imbued with sketches of related examples, problems and ideas. Further, failing to take adequate notes and merely photographing the board or notes of another is not allowed. It does you no good and is entirely dismissive and disrespectful of the work that goes into a days lecture and group conversation. Audio recording of the class discussions and/or lectures is permissible if requested by the student and approved by the professor ahead of time. Such recordings cannot replace hand written notes; they are a supplement.

Communication Technology

Cellular telephones and other devices of distraction are not permitted in the class except under extenuating circumstances and as approved by the professor, previous to the specific course. To be redundantly clear, mobile phones are not note sufficient taking devices – use something else. Put all devices of distraction away or you will be asked to leave class and subsequently considered absent.

On Making and Design Communication

Again, an array of specific (and many times individualized) materials will be required for the successful completion of this course – some of which are listed below. Architecture is inherently about making and you should be prepared to commit the necessary resources of time and material in the completion of the work. This does not necessarily mean that exorbitant sums of money need to be spent. Consider options carefully to acquire materials in the most efficient and economical manner (for example advanced or group purchasing or online/discount vendors), as long as quality is not compromised. An evolutionary list will be provided during the course of the semester. A combination of drawing, digital modeling and physical making will be the primary mode of idea communication employed in this course. Thus, some modeling and/or rendering will be used in the hopes of developing more comprehensively fabricated models, drawings and maps. While any sufficiently robust and applicable software can be used for many such explorations, we will primarily be using Rhino and some Grasshopper during this course. **Please understand that SketchUp is neither applicable nor robust and therefore is not allowed in this course.**

During the semester there will be great emphasis placed on your idea communication through drawing, modeling, mapping and other methods. We will pay particular attention to two modes of communication: drawing and verbal presentation skills. We will be critical and rigorous in hope of bettering your ability to really show how

beneficial your ideas can be. You are encouraged to look for resources and inspiration of both a conceptual and technical nature and attempt to apply them.

Initial Materials List

- + Dedicated Codex (Notebook + Sketchbook) *not to be shared with other courses.
- + Drawing pens and/or pencils of multiple line-weights (specifics will vary by student and project)
- + Computer equipped with Adobe Creative Suite (version 4 or newer), Internet access, CADD software and Rhino
- + 18”roll of white tracing paper
- + Digital camera (video capabilities are a plus)
- + It is highly recommended that you continuously build your own resource and tool library and seek always to be an *autodidact* [<http://www.oed.com/view/Entry/13413?redirectedFrom=autodidact#eid>]
- + More to come...

Description of Major Assignments/Examinations

The studio course will be comprised of projects to be turned in for evaluation. These projects will include both digital and physical material and will include both designed and written content. Final Reviews will serve as the “Final Exam” for the course. A list of relevant dates for assignments can be found in the “Schedule” section of this syllabus.

Description Course Work + Sequence

We will discuss this further as a group and an updated syllabus will be presented to you reflecting our conversations and the applicable planning therefrom.

Toxic Materials Warning

Architecture is a discipline of making and you have plenty of opportunities to create in your classes. When doing so, be safe. Accordingly, if using a tool, process or material that is (or could be) dangerous, please use them appropriately and safely. However, in all cases, I encourage you to avoid toxic materials. Some materials are dangerous and yield long-term ill affects. For your own long-term health, do not use toxic materials. Do not use them in this class – for the health of us all. For this reason, no project will be accepted that is made with toxic materials. No exceptions will be granted and no credit will be given for such creations.

Accordingly, no spray can painting is allowed on ANY projects turned in for this course unless it is water-based, non-toxic paint that was applied in accordance with building policy and campus rules (see below). Any spray-painted project will not be accepted and no partial credit will be given. While it is impossible to list all toxic materials, you are responsible for knowing what is in your work and these rules will be applied to all projects

regardless of any reasoning outside of their dangerous nature. Safety comes first, every time.

School of Architecture Aerosol Policy

Due to health and safety regulations and University policy, no spray paints, adhesives and other hazardous aerosol products are allowed in the building. Furthermore, no painting or use of flammable or other hazardous chemicals is allowed anywhere in the building, including and especially the fire stairs. Use of such chemicals is a hazard to your health and safety and that of other building occupants. It is also against the law. Spray painting and similar activities are only permissible in the approved ventilated spray booths in the School Shop.

Violations of this policy will be subject to both academic and civil penalties.

Submission of Work

All Work will be submitted both by physical and digital means. Each project-based exercise will be turned in physically at the beginning of the class when it is due as well as will be submitted to the course's dropbox before the specified time it is due. Each reading assignment will be accompanied by a short written response in which a position on the covered material is given by the student. Said position paper will be turned in physically in class the day that it is due and will be posted to the blackboard before its deadline.

It is expected that all class members be active participants in the course, and this participation is a key element to the grading of the course. Proper digital etiquette will be expected and no cyber-bullying will be tolerated. Neither will any tampering of documents not your own. Any presentations and papers or projects completed for this course will also be turned in both in analog and digital format. Naming conventions will be given for each assignment. In order for any article, exercise, assignment or component reflective of or comprising work for this course must be turned in, fully complying with all details for its submission, to be considered for evaluation. This includes, but is not limited to sizes, formats, due dates, quantities and/or qualities and naming conventions as specified in the given assignment. Work not in compliance with these conventions will not be accepted.

Naming conventions will be given for each assignment. In order for any article, exercise, assignment or component reflective of or comprising work for this course must be turned in, fully complying with all details for its submission, to be considered for evaluation. This includes, but is not limited to sizes, formats, due dates, quantities and/or qualities and naming conventions as specified in the

given assignment. Work not in compliance will not be accepted.

At the end of the semester, a digital archive in the form of an e-book will be submitted by each student cataloging the projects and processes of the semester. We will begin building this text soon and more details are to come. Note that final grades are not released until I have a digital copy of all of your work turned in.

Retention of Work

The Professor and School of Architecture reserve the right to retain, exhibit, and reproduce work submitted by students. Work submitted for grading is the property of the school and remains as such until it is returned to the student.

Class Travel

There is no planned "long" trip for this class. However, this may change and if it does, Professor Nason will let you know as soon as he can and course documents will be updated. We will discuss this in depth. The course will include several local field trips. More information regarding those is forthcoming as necessary.

Course Schedule

We'll go over this in more detail during our future meetings. However, to put it simply, the class will be divided up into sections, as described above. With a major presentation by each student at the end of each project-based period. For more details, see the studio sequence schedule disseminated as a separate course document. For the important dates visit the university academic calendar at <http://www.uta.edu/uta/acadcal.php>.

V. Student Performance Assessment

Evaluation + Grading

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Grades are faculty deemed evaluations of student work and participation and as such are subject to the professor's expertise. Grades are not negotiable. However, concerns regarding grades will be heard and thoughtfully considered by the professor. All evaluations for this course will be performance based. Grading will follow the criteria of the official school and university grade definitions and incremental grade reports will be provided as made available by the instructor. Work will be evaluated in terms of Intention, Development, and Resolution on a 0-100 scale. Attendance is vital to success in this course (be sure to review the Attendance Policy listed above). Participation in discussions and events outside class is also greatly encouraged and required as it

has the potential to greatly impact your education. Project weighting for the semester will be primarily divided into three segments of time (rather than the usual: by project or assignment):

Course Work Component Weighting:

<i>The First 5 Week Period</i>	=	20.00%
<i>The Second 5 Week Period</i>	=	25.00%
<i>The Third 5 Week Period</i>	=	25.00%
Participation	=	20.00%
Project Documentation	=	10.00%
Total Grade	=	100.00%

Assessment Breakdown

A (89.50 – 100) = Superior_ Exceptional performance strongly exceeding requirements of assignments, demonstrating independent resourcefulness and achieving a high level of conceptual, technical and programmatic resolution.

B (79.50 – 89.49) = Strong_ Adequate resolution of all programmatic, technical and theoretical issues and evidence of a clear design agenda or idea; demonstration of initiative and development over the period of the project; work exceeds minimum requirements of assignments and presentation.

C (69.50 – 79.49) = Average_ All project requirements minimally satisfied but with an undistinguished result; little evidence of initiative and improvement.

D (59.50 – 69.49) = Below Average_ Inadequate resolution of programmatic, technical and theoretical issues; performance with regard to development, enthusiasm or initiative markedly below that of studio peers.

F (0 – 59.49) = Failing_ Ineffective performance with significant project aspects not resolved and substantially sub-par performance in initiative, attitude and attendance.

I (N/A) = Incomplete_ No “incompletes” will be given except on the basis of compelling, written documentation that you are unable to complete the course.

No extra credit is available in this course. No late work will be accepted. Given the performative and sequential nature of this course, late or missing assignments cannot be made up; a “0” (zero) grade will be recorded. Students are expected to keep track of their performance throughout the

semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Grading Policy

Please understand that grading for this course is done carefully and rigorously with multiple cross-checking efforts to assure that no marks are given arbitrarily. Grading is assessed based on performance only and has nothing to do with personal relationships nor preferences. Grades are tabulated mathematically according to each assignments grading criteria and weight. Whatever final mark is entered is completely dictated by the numbers and the numbers alone. Grades are never personal.

If for some reason you feel there may be an error in the grades, please feel free to contact Professor Nason via email. However, understand that outside of a rare mathematic or entry error, there is not a high likelihood of a grade change due to the careful manner in which they are figured. Understand that grades are not a bargaining sport upon the semester's completion. I will enter what you have earned according to my role as assessor of your work and you will not be able to petition for more time or argue that you merit more consideration compared to your classmates. Your job is to complete the work. My job is to assess the manner in which you did so. If you are unsettled by your grade at semester's end, you are certainly able to pursue the school and university policy for submitting a grade grievance.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

For undergraduates:

<http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

For graduates:

<http://catalog.uta.edu/academicregulations/grades/#graduatetext>

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be**

automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

***Syllabus Evolution:** *The professor reserves the rights to amend, edit, delete or add to the content of this syllabus in any manner he sees fit and beneficial to the course and its participants with no forewarning. Any changes to this document or any policies or components of the class will be redistributed to the students upon the change taking place.*

VI. Emergency Information

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. Emergency exits are located on the west side of the building; one on the north end and one on the south end. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. For more information, see UT Arlington Procedure 7-6: Emergency/Fire Evacuation Procedures (<https://www.uta.edu/policy/procedure/7-6>)

Emergency Phone Numbers

Arlington
911

Emergency:

UT Arlington Police Department Emergency:
817-272-3003

***For non-emergencies, contact the UTA PD at
817-272-3381**