

The University of Texas at Arlington School of Architecture

Arch 1341 Fall 2017 Design Communications I – Section 006
Location and Time: CMPC 105 – MW 2:00 pm – 4:50 pm

Instructor: Heath MacDonald
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COURSE DESCRIPTION:

Design Communications I: ARCH 1341 explores different graphic representation techniques with emphasis on freehand drawing, visualizing, and thinking. Students are exposed to different modes of thought by interpreting their observations intuitively and analytically.

PEDAGOGY:

Architecture is one of the most exciting and rewarding professions one can pursue. It is a culture and way of being unto itself. It is not easy and requires hard work and dedication. The purpose of the freshman architecture coursework (1301, 1341, 1342) is twofold; to provide a foundation of basic skills necessary to the architectural education process, and expose you to the culture of architecture. Your participation in this process will empower you to take charge of your educational experience. During the course of your first year you will learn about what it means to be an architect as well as what the architectural education process entails. At some point during the year you will need to weigh the decision about whether or not to pursue architecture as your primary field of study. Our hope is that you make the most informed decision possible in order to best ensure your future success. Feel free to ask questions of your instructors about anything that may be helpful in this endeavor.....*and have fun.*

Overview:

Drawing competently is about learning to see and then understanding how to represent it on paper – to correctly gauge proportion, scale and tone. It is the result of practice and self-evaluation. It takes effort, encouragement, guidance with judging proportions and reminders to look – almost every second – at what is being drawn.

This course is an introduction to the use of drawing as a mode of seeing and thinking. The course will investigate drawing within the dual concepts of observation and representation.

Referential Drawing: (Drawing as a Reference) Referential drawing is a reflection of the author's experience (observation) through the recording of "what" and "how" they see by "what" and "how" they draw. By removing preconceptions of what the result should be, drawing may be used as a tool for discovering new relationships and recording ideas.

Representational Drawing: (Drawing as Representation) Representational drawing can be read in multiple ways. It may be seen as (A) a way of representing an idea, concept or experience as simulacrum. The drawing itself becomes the symbol or icon of the reality it seeks to represent. The drawing (B) may also be a vehicle for the exploration of technique as it applies to the reinforcement of a concept; in other words how the subject is represented. The third alternative (C) is the act of RE – presenting the subject matter. This may be seen as the act of re-inventing the subject matter.

STUDENT PERFORMANCE CRITERIA:

Student learning objectives are coordinated to reflect the National Architectural Accreditation Board (NAAB) Student Performance Criteria (refer School of Architecture Website). The criteria for ARCH 2551 encompasses two levels of accomplishment as follows:

[1] ABILITY: Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

- A.2 Design 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 alternative outcomes against relevant criteria and standards.
- A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.
- To develop basic habits for successful learning
 - To develop a consistent work ethic
 - To develop an understanding of the culture of architecture
 - To develop an “architectural vocabulary” as a foundation for discussing and evaluating work
 - To develop proficiency in graphic skills necessary for architectural drawing, making, and thinking
 - To gain exposure to a variety of graphic and physical representational techniques
 - To develop a foundation of drawing as the means of architectural problem solving
 - To develop a consistent set of basic graphic tools in order to engage the discourse of design

TEXTBOOKS AND OTHER COURSE MATERIALS:

Textbooks: No Required Textbooks.

Materials: The following is a required supply list for the Design Communication course. These supplies are mandatory for each studio class. Specific Products are listed in parentheses. Supplies are available in pre-packaged kits at the University Bookstore. You will need to purchase these supplies and be prepared to work during the following studio. Additional paper throughout the semester may be required.

Pre-packaged Kit:

Strathmore Sketch Pad 18" x 24", 400 series
 Sketch Board with spring clips
 Portfolio Carrying Case
 Cutting Mat 18" x 24"
 Stainless Steel Ruler w/cork back 24"
 Architect Scale 12"
 Drafting Dots
 Aluminum Push Pins
 X-Acto Knife w/ cushioned grip
 Faber Castel Pitt Artist Pen Set – 4 pc
 1 General Charcoal Set
 Soft Lead Pencil Set – Range from HB – 6B

Additional Supplies Outside of Kit:

Color Pencils - [Prismacolor™ Soft Thick Lead Pencils]
 Drafting Brush
 Drafting Leads 4H, H, HB
 Drafting Tape
 Erasers-Soft White
 Erasing Shield
 Lead Holders - [Caran dAche™ Fixpencil 77 metal, Koh-I-Noor™ 5616 Super-Adapto, Staedtler]
 Lead Pointer - [Staedtler]
 Pencil Sharpener
 Sketchbook - 8 ½" x 11" hardbound
 T-Square 42"
 Tracing / Sketch paper 12" roll - Yellow - [Bienfang™ Parchment paper, Charrette™ Trace-Canary]
 Triangles - [Koh-I-Noor™, Staedtler Mars™] Adjustable Triangle 8", 30/60 Triangle 8", 45/45 Triangle 8" - all with inking edge
 Strathmore 400 series Bristol – Regular Press

Note: While this list is as comprehensive as possible, please realize that it cannot guarantee all your supply needs. Throughout the semester, each project will require additional material as needed. Specific manufacturers and products are only provided as a guide and are not mandatory. These are not endorsements but are recommendations based on past availability, product performance and reliability.

ATTENDANCE POLICY:

Attendance is mandatory. For each additional absence, students will receive a letter grade reduction from his/her overall course grade. Students are expected to attend every studio session and all pin ups and reviews. Arriving late 15 minutes or greater to class shall constitute an absence for the session. Excuses of outside work, and personal affairs are unacceptable for incomplete work and absences. If you are unable to attend class you must submit work due that day prior to commencement of class.

The studio space is set up as a learning environment and working in studio outside of class time is highly recommended.

QUIZZES – ASSIGNMENTS – SKETCH BOOK:

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. Pin Ups are often utilized to review course work and are mandatory for evaluation. Failure to attend course Pin Ups shall result in a failing grade of zero.

Sketchbook exercises will be periodically assigned throughout the course and shall often include off campus activities. Sketching is an essential part of architecture. Not only do we communicate ideas through sketching, we also remember, learn, and solve problems.

Each student shall be required to maintain a comprehensive documentation of course work. Lecture notes shall be recorded in sketchbooks along with sketchbook exercises. Process for other assignments shall be recorded on trace paper and final presentation sheets.

GRADING POLICY:

Each assignment is equally important to further develop overall comprehension of course material and is considered mandatory. All evaluations of work shall be based on the students' comprehension, mastery of course material, and the ability to communicate design thesis through dialogue, and visual presentation.

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.

Work is due at the commencement of class on the assigned date. **Late work shall not be accepted.** (refer to attendance policy)

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:

Attendance and Daily Progress – 5 % (refer to attendance policy)

Sketch Book Projects – 25 %

Exercises – 20 %

Projects – 50 %

Grades are final and not negotiable. Students shall be encouraged to make inquiries with the instructor throughout the semester regarding grades received, and message, for improving future projects.

Expectations for Out-of-Class Study:

For every credit hour earned, a student should spend 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments etc.

ATTENDANCE POLICY:

Attendance is mandatory. For each additional absence, students will receive a letter grade reduction from his/her overall course grade. Students are expected to attend every studio session and all pin ups and reviews. Arriving late 15 minutes or greater to class shall constitute an absence for the session. Excuses of outside work, and personal affairs are unacceptable for incomplete work and absences. If you are unable to attend class you must submit work due that day prior to commencement of class.

The studio space is set up as a learning environment and working in studio outside of class time is highly recommended.

CELL PHONES AND COMPUTERS:

Cell phones are to be turned off during class time. If a student receives or makes phone calls during class, they will not receive desk critiques. It is a rude practice to talk during class or to interrupt class with a cell phone. Likewise, while a laptop is acceptable in class, it should only be used for working on course work during the assigned class time, not surfing the Internet or sending e-mail, chat rooms or blogs during class. No digital recording or videotaping of lectures or critiques is allowed. This policy is required to assist the student in taking proper notes in reviews and lectures. The students should develop a habit of rereading their notes and retaining information by studying their notes.

GRIEVANCE PROCEDURES RELATED TO GRADES:

In attempting to resolve any student grievances regarding grades, it is the student's obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows discrimination, preferential treatment or

procedural irregularities. If students wish to appeal, their request must be submitted in writing, on an appeal form available in departmental or program offices, to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee's decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.

The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a major, has jurisdiction over the student's program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.

Information regarding grievances for matters other than grades is available in the [Student Rights](#) section of the catalog. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>;

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://www.uta.edu/aao/fao/>).

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

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is 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.

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:

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.

ACADEMIC INTEGRITY:

Students enrolled in this course 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 as they see fit in their courses, including (but not limited to) 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.

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 <http://www.uta.edu/oit/cs/email/mavmail.php>.

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 <http://www.uta.edu/sfs>.

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.

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, which is located at the end of the south corridor of the Architecture Building. 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.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

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 <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (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.

THE ENGLISH WRITING CENTER (411LIBR):

The Writing Center 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 <http://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. <http://library.uta.edu/academic-plaza>

ADDITIONAL INFORMATION:

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

EMERGENCY PHONE NUMBERS:

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

The University of Texas at Arlington
School of Architecture

ARCH 1341 Design Communications I Fall 2017 Schedule

Week 02	08/28	Syllabus Review
	08/30	Intro to Rendering Positive + Negative Space
Week 03	09/04	Labor Day Holiday
	09/06	Jim Dine – A Way of Seeing
Week 04	09/11	Speed Drawing
	09/13	Orthographic Drawing
Week 05	09/18	Orthographic to Axonometric
	09/20	Notational Drawing – Arch Courtyard
Week 06	09/25	Spatial Knots
	09/27	Travel Sketch – Ft. Worth Water Gardens
Week 07	10/02	Proportions
	10/04	Travel Sketch – Kimbell Art Museum
Week 08	10/09	Drapery
	10/11	Travel Sketch – Marty Leonard Chapel
Week 09	10/16	Roots
	10/18	Travel Sketch – Dallas Arts District
Week 10	10/23	Tactile Drawing
	10/25	Travel Sketch – Ft. Worth Modern
Week 11	10/30	Natural Light
	11/01	Travel Sketch – Klyde Warren Park – Last Day to Drop
Week 12	11/06	Natural Light
	11/08	Travel Sketch – TCC Campus Ft. Worth
Week 13	11/13	Transformation Drawing
	11/15	Transformation Drawing
Week 14	11/20	Transformation Drawing
	11/22	P.S. Documentation
Week 15	11/27	P.S. Documentation
	11/29	Student Feedback Survey
Week 16	12/04	
	12/06	Flash Drive + Documentation Due

"As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course." – Heath MacDonald