ARCH 3553 Design Studio: Architecture I
Fall 2019

The University of Texas at Arlington
College of Architecture, Planning and Public Affairs

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CAPPA Room 328

Time and Place of Class Meetings: Architecture Building, Room: 335 ARCH
Monday, Wednesday and Friday 2:00 – 4:50 PM

Description of Course Content: ARCH 3553 DESIGN STUDIO: ARCHITECTURE I (3-6) The application of basic design principles/spatial concepts toward the synthesis of simple building types. Credit will be given for only one of ARCH 3553 or INTD 3553.

Prerequisites: Prerequisite: ARCH 2552. Credit or concurrent enrollment in ARCH 3323 and ARCH 3343. Junior standing in program. Restricted to Architecture majors.

Course Description

This studio specifically focuses on the development of Hybrids of architecture, landscape, and urbanism. It includes case study, site research/analysis, environmental/ecological study, and design development.

Dallas-Fort Worth-Arlington metroplex is undergoing a significant transition with a rapid population growth. As the fourth largest metropolitan region in the US, the products of (post-) auto-centric urbanization has become more salient issues in the discourse of global contemporary urbanism. The basis of these fundamental issues seeks a cohesive architecture and urbanism for walkable and human-scale public space, alternative transportation, and cultural and ecological innovation, beyond a mere densification. This studio aims to (re-) imagine the future of architecture and urbanism to envision cultural and ecological sustainability through mix of building typology, as we call Hybrids.

Students will pair up in two (or three) person teams within each studio for collaborative work process. The individual building types and programs will have been decided by the each group based on site analysis and precedent study of hybrid architecture, related to the topics of civic, leisure, community, and commerce.

Student Learning Outcomes

This particular studio will aim to:

- Case study and design Hybrids approach unifying architecture, landscape, and urbanism
- Understand present layers of transportation, housing, public spaces, and energy for the site and surrounding context
- Identify the problems and opportunities through analysis
- Integrate ecological and social intervention

Simultaneously, learning expectation of ARCH 3553 includes:

- Investigate in small-scale buildings, simple construction systems, materials and assemblies, particularly those that advance the criteria of sustainability and efficiency. Research focuses on building envelope systems and the application of materials, which further and exhibit innovative and recent technologies.
- Each project is established to reinforce basic design principles developed in ARCH 2551 and 2552. In addition, coordination with the Construction and Material course ARCH 3323 introduces basic structural types and construction methods. In the latter part of the course, reiteration of graphic skills both analog and digital will be part of the graphic grade. This will focus of crossover development from ARCH 3343.
- Introduce a basic understanding of building service systems, life safety systems, structural systems, circulation, building code compliance, spatial organization and section development as per applicable for this level studio.
- Investigate the site conditions and context as critical characteristics in the development of a program and design of a project. The program and its internal pressures initiate, first, as generic form studies and investigations of type and precedence. Subsequent development evolves with specific responses to external forces of the site. This objective seeks to anticipate urban design issues of ARCH 3554 and site design in Arch 3337, both subsequent courses in the third-year studies.

Grading Information

Unless a valid excuse is given (see student handbook) students will be expected to keep pace with the project schedule and hand in all work at the given due date and time. Primary student evaluation will be based on design work and the appropriate use of building material and systems to create a structurally sound building. Grading is based on following elements:

- Hybrid Case Study projects 15%

- Site research and analysis 15%
- Midterm Presentation 30%
- Final Presentation (and Book) 40%

Other factors contributing to grading include periodic assignments, attendance and promptness, student-instructor dialogue, participation in class-wide critiques and discussion, and the individual development of the design process.

Studio Process

1. Hybrids: Architecture/Landscape/Urbanism

Hybrid Architecture/Infrastructure/Urbanisms are design ideas and designed realities that, through nested components and scales, catalyze a larger and more visible public benefit to urban communities. Hybrids are designs that:

- are embedded with added value (multifunctionality, imageability, public benefit),
- represent potential prototypes, adaptable for use in numerous locations,
- are locally self-regulated and controlled (i.e. which "unlock" the grid),
- strategically attract investment and/or generate community stability, and
- generate new sustainability practices

The studio, and this assignment, will focus on the design of Hybrids and the reciprocal integration of the building and landscape within this framework. The role of nature and the environment, with all of its emerging questions of social and performance criteria will underpin the studio.

How can new conceptions of the role of the environment and ecological processes reformulate our ideas of urban infrastructure, programmatic relationships, open space networks, social constructs, and site history? Students are encouraged to combine **architectural typology with ecological interventions**, such as recycling (or reclaiming) parking spaces, vacant lots, sidewalks, integrating urban agriculture with commercial programs, or designing community gathering space.

What role should public building play as a vital component to this larger urban framework? Through a multi-scalar and multi-directional approach, students will formulate their own synthetic conceptions of Hybrid.

What is Hybrid Architecture?

Adopted from text by Javier Mozas

Hybrids are characterized by a mix of uses together in the same architecture and landscape architecture. Hybrids integrate different programs which also have different developers (public and/or private), managers and users. Relative to users, use times and program, hybrids can be as diverse as a city.

Personality
The personality of the hybrid is a celebration of complexity, diversity and variety of programs. The hybrid is the crucible for a mixture of different interdependent activities.

Each hybrid is a unique creation, often without previous models. The hybrid building emerges from an innovative idea -- which is resolved against the established combination of usual programs -- and bases its reason for existence on the novelty of an approach and the unexpected mixing of functions.

The hybrid is an opportunist building; it takes advantages of multiple skills. The hybrid building looks for unexpectedness, unpredictably, intimate relationships, contextual coexistence, and is conscious that un-programmed situations are the key to the future.

The hybrid can take on multiple personalities and representations, even apparently contradictory representations inherent in architecture, urban landmarks, landscapes or anonymous spaces/objects.

The landmark hybrid is not subject to indifference. It is meant to impact the observer. It does not go unnoticed, but publicly manifests its skills, its extroverted character and its attractive points. The landmark hybrid is a milestone, an actor in a starring role on the urban stage. The anonymous hybrid, on the contrary, requires each part of the program to lose its uniqueness. If it holds a public program, aspects of its character will dissolve to become a simple secondary actor on the daily stage of the city.

Sociability
The ideal hybrid feeds on the meeting of the private and public spheres. The intimacy of private life and the sociability of public life find anchors of development in the hybrid building.

The permeability of the hybrid makes it accessible to the shared city; and, certain private uses often function 24 hours a day. This means that activity is constant and is not controlled by private or public rhythms. Another use category is created, a full-time building.

Form
The form/function dialectic relationship of a hybrid can be explicit or implicit: one part of the dialectic might lean towards fragmentation, the other toward integration. A generic hybrid is an undifferentiated building-container that attempts to generically house a diversity of functions and spaces. The hybrid building will always fight to unite disparate influences that provide life and energy.

Typology
The primitive hybrid, or proto-hybrid, has not reached the highest point of integration among its functions and is seen as a set of types that have yet to be fused. One cannot classify hybrid buildings by types -- the very essence of the hybrid is to exist apart from formal categories.

Processes
The mixture of uses within a hybrid is part of its becoming. Property and land development can be hybridized by means of combining public and private development. Structure can be hybridized based on a mix of material (concrete, steel, etc) solutions. Construction can be hybridized with dry assembled elements with wet joints, or the same can be done with prefabrication and traditional assembly methods. Management can be hybridized, with individual and community multi-properties. Landscapes can be hybridized with contrasting fixed and dynamic materials.

Programs
The mixing of uses in a hybrid building generates potential, and protects weaker uses from stronger uses. Hybrid buildings are organisms with multiple interconnected programs, which are both planned and unplanned activities in a city.

Density
Dense environments with land use limitations are good sites to cultivate hybrid situations. The hybrid scheme proposes intense environments of cross fertilization, which mix known genotypes and create genetic allies to improve living conditions and revitalize their surrounding environments.

Scale
Hybrids are small "interventionist urbanisms" such as provisional, informal, guerrilla, insurgent, DIY, hands-on, informal, unsolicited, unplanned, participatory, tactical, micro, and open-source architectures. These hybrids are associated with a scale of modesty, ground-up action and a just do it demeanor.
And, hybrids are associated with a certain form of grandeur, splendor and gigantism, because mixing implies size, and superposition demands height or breadth. The taking over of the surface to extend the program takes up land. It also needs a creative impulse and economic confidence, since it produces new situations inadequate for times of indecision. The scale of a hybrid and its relationship with the environment is measured by the juxtaposition of programmatic parts.

City
The definition of a hybrid includes urban composition, perspective, grid insertion, and strategic dialogue with other urban landmarks and interrelationships with the surrounding public space. The hybrid goes beyond the domain of architecture and enters the realm of infrastructure and urban planning.

Hybrid Case Study Projects: Architecture / Landscape / Urbanism

(Choose one per group)

- NL Architects: BasketBar; Bicycle Club; Super Market Sanya Lake Park; A8ernA; Wilde Plek
- OMA: Kunsthal; IIT McCormick Tribune Campus Center
- MVRDV: Markthal; Dutch Pavilion at EXPO 2000; The Couch
- JaJa Architects**:** Torghallen
- 3XN: Sydney Fish Market
- John Ronan Architects: Independence Library and Apartments
- Urbanlab: Calumet Environmental Center; Block Party

From a list of precedents (see above), students will develop and present an analysis of Hybrid examples. All analyses should be formatted within the given template so that precedents can be compared across the studio and included as studio referents:

1. Data for cover page: Project name, year, location with basic climate data (temperature, precipitation), size/scale, author, density given in site FAR (list surrounding density for open spaces projects), constituencies, bibliography.

2. Core diagrams: figure ground (figure/field for open spaces) showing surrounding urban fabric, circulation/transportation networks, daylight/shadow analysis, hydrology (canals, rivers, tides, stormwater), program, habitat, topography/geography, section, and phasing (if applicable). Provide title and scale for all drawings. Sections and diagrams are important!

3. Synthetic diagrams (3 minimum per group, reproduced diagrams —not simply copy/pasted from books/websites): analyze the conceptual strategies for each project. For instance, in diagram form, the following should be answered (provide title, scale and orientation (i.e. north arrow) for all drawings):
a. What is the dominant strategy in the project?
b. What tactics are deployed to achieve this strategy?
c. If the strategy is hierarchical, what element is dominant?
d. If the strategy is non-hierarchical, how is synthesis achieved?
e. In what way does the project relate to its context (social, formal, economic, ecosystemic)?

4. Models
Each group will produce model of case study project, along with spatial analysis and investigation listed above. Students will choose own materials (normally choose and mix wood/cardboard/formboard/plastic). While the level of detail for case study models stays in which it reveals and reproduces spatial relationship, final model of your design project needs to present more structural details beyond the massing.

Precedent Study Notes

A vital goal of studying precedents in architecture is to make exemplary parts of the past part of the present. By identifying and analyzing themes and patterns of prior built (and unbuilt) paradigmatic form, we strive to pursue ideas that could help us generate outstanding architecture today. Precedent analysis is also a vehicle for the discussion of organizational concepts and ineffable ideas through the use of past (or contemporary) example. A major objective of precedent analysis is to investigate physical and spatial characteristics of buildings (or landscapes, cities, or districts within or parts of cities, etc.) in a way that a "parti" can be understood.

A parti is a design decision or series of decisions encompassing a big idea. It is the chief organizing thought or concept behind an architect's design, most often manifest as a reductive diagram and a simple statement. The parti encapsulates the most salient and essential characteristic of a design, without it architecture (as opposed to buildings) would not exist.

A major concern of studying and analyzing architectural precedents is to investigate the formal, spatial and material characteristics of a building/landscape/city in such a way as to uncover a parti. To accomplish this, a multiplicity of fundamental characteristics, relationships and ideas might be explored and diagramed/drawn/modeled based upon the original work. Issues available to critically analyze a design include (but are not limited to, and in no particular order):

- Beauty: the quality present in a thing that gives intense pleasure or deep satisfaction to the mind, whether arising from sensory manifestations as shape, color, sound, etc., a meaningful design or pattern, or something else;
- Firmness: physical strength and endurance secured through a building's structural integrity;
- Utility: efficient arrangement of spaces and mechanical systems to meet the functional needs of its occupants;
- Massing: bulk, size, expanse, or massiveness, an aggregate and/or whole, and a body of coherent matter;
- Shape: the quality of a distinct object in having an external surface or outline of specific form or figure;
- Morphology: the form and structure of a building considered as a whole;
- Plan to Section/Elevation: the relationships of plan configuration to vertical (2D or 3D) information;
- Natural Light: daylight and solar positioning;
- Circulation: the transmission or passage from place to place;
- Part to Whole: cohesion and/or tension between a determinate form and the combinatory potential of adjoining, separate, overlapping, or hierarchical fragments;
- Repetition: to design, create, or perform again and again;

- Pattern: a combination of qualities, acts, tendencies, etc., forming a consistent or characteristic arrangement;
- Symmetry (and Balance): the correspondence in size, form, and arrangement of parts on opposite sides of a plane, line, or point; regularity of form or arrangement in terms of like, reciprocal, or corresponding parts;
- Asymmetry (and Balance): not identical on both sides of a central line;
- Geometry: a formative idea in architecture that embodies the tenets of both plane and solid geometry to determine built form;
- Additive and/or Subtractive: formative ideas developed from the process of adding, or aggregating and subtracting built form to create architecture;
- Hierarchy: the physical manifestation of the rank ordering of an attribute or attributes, and the assignment of relative value to a range of characteristics.

2. Site Analysis: Networks, Urban Identity, Program Maps/Catalogues, Facts

Key questions to think:

- What are the current conditions and challenges in Dallas and Arlington, Texas that we could turn into architectural design strategies?
- Can we convert surface parking lots and vacant lots into buildings of civic and commercial uses?
- How will these ideas benefit community in local community areas for social/economic growth?

Students will create "asset map" that allows for a clear reading of the existing layered Architecture/Infrastructure/Urbanisms (radiating from and adjacent to the project site), their specific shapes and spatial strategies/dynamics, and their broader influence in a local, regional area.

Specifically, the studio will focus on the following design issues: the rethinking of Hybrids as multi-scalar elements that proactively organize and aggregate parts of a holistic city; designing Hybrids as a generator of new comprehensive urban morphologies; and, investigating new urban programs and systems that synthesize diverse communities and economies into a comprehensive, intensive and emergent project.

Of particular interest will be both *Grey/Green Hybrids*. Grey/green Hybrids are networks of open spaces and conservation land — public spaces, parks, wetlands, preserves, infrastructural connectors and ecosystem services — that manages resources with minimal energy inputs. At the scale of a city, grey/green Hybrids might be understood as giant "living machines," or ecologically-based treatment system that use bio-remediation processes to process waste and pollution.

At the metropolitan scale, grey/green Hybrids are dimensional, scalable and accessible to support a synthesis of urban and green agendas. A grey/green Hybrid approach repositions the role of nature in and around the city from optional amenity and aesthetic ornamentation to valued purveyor of ecosystem services and catalyst for more compact, vibrant communities.

The studio will investigate/curate a matrix of urban/natural forms, shapes, programs and services. Each student will explore/document collections of multi-functional, mixed-use, multi-scalar morphologies, and speculate on new programmatic possibilities for these spatial aggregations and flows. The studio will also explore design frameworks based on six interdependent systems embedded in grey/green hybrids:

Social System

Habitat for people, and the diversity of interior/exterior activities people desire and value. Spatial formations include: Public Spaces and Territories, Artificial/Natural Fields, Districts and Lots, Left-Over Spaces, etc.

Metabolic System

Energy or flows related to power supply, food supply, and waste disposal.

Hydrologic System

Water and stormwater management, and sustainable stormwater design strategies.

Circulatory System

Elements that connect communities and move people and goods into, out of, and around the region via networks of corridors, spines, etc. The circulatory system is inextricably linked to land use planning (zoning and development controls), as well as impacting human health through air/water quality and fitness, and general productivity.

Biologic System

Plant, vegetation and the elements/areas of a green/blue infrastructure preserved or designed primarily for their benefits to wildlife and biodiversity.

Geologic System

Dynamics and physical history of the earth, the rocks of which it is composed, and the physical, chemical, and biological changes that the earth has undergone or is undergoing.

3. Design Development

Each student will develop various future scenarios and structural explorations of hybrid architecture/landscape/urbanism. Hypotheses are logical thinking process of "what if" questions, and future impact of identity, mobility, ecology, and economy in a community.

Students will use them to create future scenarios by identifying problems and potentials of site region. Hybrid design concept should lead to application of programs, circulation, materials and structure through making study models and diagrams before produce final plan/section drawings and model. With a Market (including food production, café and other food-related shops) as a main program, it is suggested to combine one or more of following programs with market for hybridization:

Living/Working:

- Affordable Housing (Live+Work)
- Co-Working Office

Civic and Culture:

- Everyday DIY Making Factory
- Art and Film Center
- Water Recycling Facility

Sports and Health:

- Running and Bike Track
- Swimming Pool
- Basketball / Skate Park

The construction of a Graphic Argument will become the foundation of the "Studio Project" wherein each student is expected to initiate, and convincingly develop all aspects of an architectural project – formal, spatial, experiential, organizational, structural, and technical – and create a clear, full, and persuasive presentation of her or his work.

A Studio Project is a comprehensive architectural design project that includes the development of program spaces and relationships, development of structural and environmental systems, building envelope systems, principles of sustainability, life-safety issues, technical construction sections and assemblies, along with experiential drawings and renderings, and a focus on telling a critical project story. Consequently, Graphic Arguments are to focus on the development of a holistic architectural project.

Product 1: Graphic Argument

Each student will develop an independent, critical position on the making of architecture in the world – an individually initiated intentional, programmatic, and situational framework to serve as the basis for their research. Following extensive data-gathering research in a chosen area of inquiry the student will develop an aspiring and compelling conceptual framework toward a Graphic Argument in BOOK FORMAT. This project premise will position the student's intentions in a clear relationship to a contemporary architectural discourse. The work of the final deliverable of a book will be intensively personal, informative and iterative.

The Graphic Argument will also be the basis for communication and feedback between student, faculty and advisors.

Book Format

Each team will develop a personalized format for their Graphic Argument book. Minimally, contents should include:

- Hybrid Case Study
- Site Research
- Hypothesis ("What If…") and Design Concepts
- Environmental Interventions
- 2D/3D Spatial Investigations
- Drawing must include Plans, Building Sections, Ground Sections
- Photographs of Physical Model

Product 2: Model

Models are a critical part of taking a vision from concept to proposal and ultimately approval as they give an easily understandable form to the concepts that architects, landscape architects and other designers develop. Vincent de Rijk is a well-known architectural model maker. He studied at the Design Academy Eindhoven and graduated with an industrial design degree. Based in Rotterdam he opened his own workshop in 1987. Since then he has been involved with a number of the most conceptual architectural firms based around the world. Vincent de Rijk has been responsible for developing a number of new techniques of model making dealing with plastics, ceramics, mixed aggregate castings, foam, wood and metals. See Vincent de Rijk's website (http://www.vincentderijk.nl/).

Schedule

(Dates not listed below are desk reviews)

August 21 First Studio Meeting

August 30 Pin-Up 1
Hybrid Case Study

Sept 2 Labor Day Holiday

Sept 4 Mini GIS session
Joint studio with Prof. Heath May

Sept 9 Pin-Up 2
Site Analysis and Research + Concept /Scenario

Sept 11 Field Trip to Dallas Farmers Market (920 S Harwood St, Dallas, TX 75201)

Sept 16 Pin-Up 3
Schematic Design: Massing+Programs+Circulation (Study Models and Parti Diagrams)

Sept 20 (Tentative) Field Trip to Chicago (Chicago Architecture Biennial)

Sept 30 Pin-Up 4
Design Development: Structure + Building Envelope (Plans, Sections, Axon)

Oct 18 Pin-Up 5 (Consider it as Studio Mid-Term)
Design Development: All refined drawings and models up to date

[Final Model & Drawings /Renderings Production]

Nov 25 "Pencils Down"
Final Model & Drawings /Renderings Due

Nov 27-29 Thanksgiving Holiday

Dec 2-6 Studio Final Review
See Below for Deliverables

Dec 11 Booklet Due

Final Review Deliverables

- Presentation quality Physical model that shows partial building section (scale to be determined)
- Presentation quality Site plan
- Presentation quality Floor Plans
- Presentation quality Section drawings
- Presentation quality Renderings / Collages of the project
- All of the above research, drawings, images of the models will be formatted in a booklet at the end of semester as "Graphic Arguments" (PDF format).

Reference

- Jane Jacobs, *The Death and Life of Great American Cities*, Vintage Books, New York. 1962
- Javier Mozas, *This is Hybrid: An Analysis of Mixed-Use Buildings*, A+T Architecture Publisher, 2014
- Rem Koolhaas, *Delirious New York: A Retroactive Manifesto for Manhattan*, Oxford university Press, New York 1978
- Rem Koolhaas, *S,M,L,XL*. "Generic City" and "Bigness"
- Robert Venturi/Steven Izenour/Denise Scott Brown, *Learning From Las Vegas*, *The forgotton Symbolism of Architectural Form*, Cambridge, MIT press, 1972
- Stan Allen, *Points + Lines: Diagrams and Projects for the City*. "Infrastructural Urbanism"
- Mohsen Mostafavi et al., *Ecological Urbanism*

Student Performance—Educational Realms And Student Performance Criteria (SPC): (from 2014 Conditions for Accreditation National Architectural Accrediting Board, Inc., p 15-18.)

This course will address the following outcomes, as outlined by the 2014 National Architectural Accreditation Board (NAAB). (To see the full NAAB Student Performance-Educational Realms and Student Performance Criteria, please visit https://www.naab.org/wp-content/uploads/01_Final-Approved-2014-NAAB-Conditions-for-Accreditation-2.pdf):

Required for ARCH 3553

• **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.3 Investigative Skills:** Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

• **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.

• **A.5 Ordering Systems:** Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three- dimensional design.

• **A.6 Use of Precedents:** Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

• **A.7 History and Global Culture:** Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

• **A.8 Cultural Diversity and Social Equity:** Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Introduced

B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B.3. Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B.4. Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.5 Structural Systems: Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

B.7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

Additional Information

Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of 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 check attendance in the beginning of class. Regular attendance is mandatory. Any planned absence must be cleared in advance with your professor via email/ discussion. Two unexcused absences will result in a mandatory grade reduction of one letter grade. Three or more absences from studio without approval will constitute a failure for the course. You will be expected to arrive to studio on time and to remain in studio during class hours (2:00 to 4:50pm). Attendance will be taken each class period. Your participation in the group projects is mandatory. All performance is subject to review.

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 must 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures:

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule