

# ARCH 1301 Architectural Design I + ARCH 1101 Architectural Representation I

FALL 2020, COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

*\*\*\*Due to the Covid-19 pandemic, this studio will be taught in Hybrid format. Therefore, students will need to have access to a computer, webcam, and microphone for remote delivery of the class. If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format.\*\*\**

**Morning Group**

**Studio TUES & THURS 9:00-12:00 + Representation THURS 12:00-12:50**

**Afternoon Group**

**Studio TUES & THURS 1:30-4:30 + Representation THURS 4:30-5:20**

**Terah Maher, Studio Coordinator**

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**Milad Fereshtehnezhad, Representation Coordinator**

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*MORNING CRITICS:*

**Shakil Shimul, Graduate Part-Time Instructor (morn)**

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**Bryan Brummett, Teaching Assistant (morn)**

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**Brandon Geiger, Teaching Assistant (morn)**

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**Sierra Honesto, Teaching Assistant (morn)**

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**Rebekah King, Teaching Assistant (morn)**

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*AFTERNOON CRITICS:*

**Shakil Shimul, Graduate Part-Time Instructor (aft)**

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**Lorena Banda, Teaching Assistant (aft)**

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**Joshua Durkes, Teaching Assistant (aft)**

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**Emily Ramirez, Teaching Assistant (aft)**

emily.ramirez@ttu.edu

**Landon Wade, Teaching Assistant (aft)**

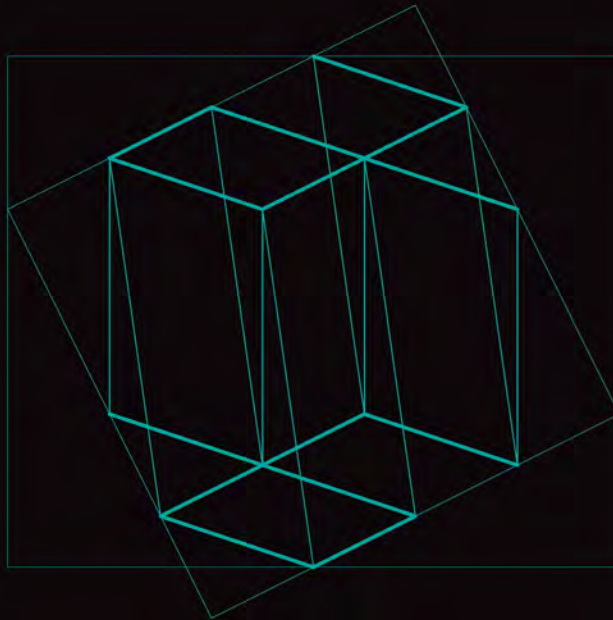
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# FORM & SPACE

# ARCH 1301 Architectural Design I + ARCH 1101 Architectural Representation I

## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

### CATALOGUE DESCRIPTION

#### ARCH 1301 - Architectural Design I

3 Semester Credit Hours

Corequisite: ARCH 1101. Introduction to foundational principles of observation, ordering, and analysis, for the purpose of communicating design strategies, as a precursor to design synthesis.

#### ARCH 1101 - Architectural Representation I

1 Semester Credit Hours

Corequisite: ARCH 1301. An introduction to the techniques and methods of architectural representation with an emphasis on utilizing architectural projection systems to describe form, space, and geometry.

<https://catalog.ttu.edu/content.php?catoid=11&navoid=1217>

### COURSE DESCRIPTION

*...The drawing is a precise observation translated into a precise abstraction...*

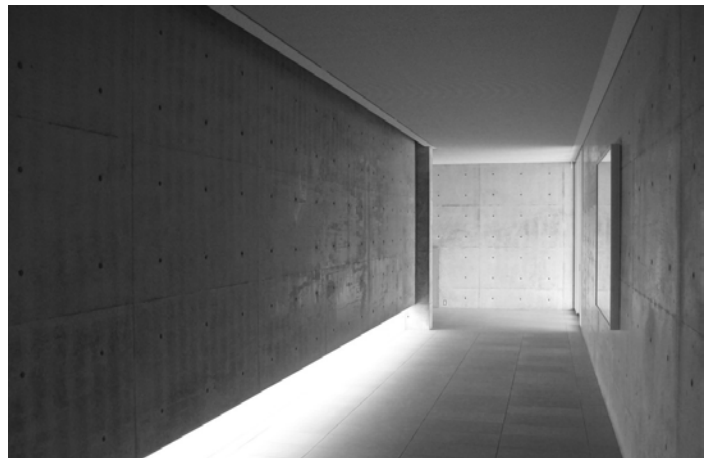
**Design Studio I** posits that *form & space* are the architect's primary and essential materials; and that the task of the architect is the use of form to delineate and shape space.

This first studio explores architectural representation - *the drawing and the model* - as the primary vehicles through which architects practice critical perception, critical analysis, transformation of ideas, and the communication of spatial intention. The methodology of *abstraction* is the foundation of all architectural representation, and therefore the studio will introduce and emphasize *a language of architecture*, to support the clarity, precision, and quality of architectural ideas. The studio will utilize a variety of representational methods, both analogue and digital, to develop and describe 3 studio projects that examine the relationship between form and space.

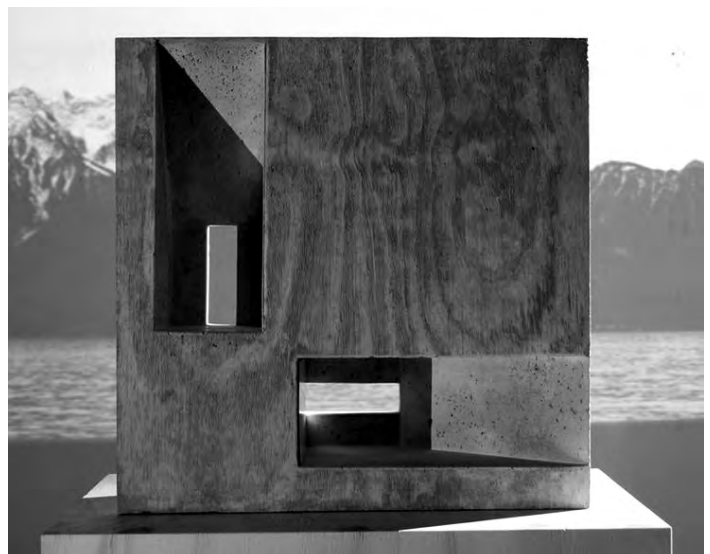
**Representation I** is taught contiguously with Design Studio I, to support the effective representation of studio coursework. The course utilizes the line as an act of mark-making, whether freehanded or drafted, that synthesizes perception and description to communicate graphic expression and visual judgement. Architectural drawing is understood to be an act of methodically constructing analytical and creative descriptions from layers of ordered information.



Charlotte Posenenske, Square Tubes Series D, 1967



Tadao Ando, Chichu Art Museum, 2004



Storp Weather Architecture, 2013

# ARCH 1301 Architectural Design I + ARCH 1101 Architectural Representation I

## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

### 1301 LEARNING OBJECTIVES

1. Develop the ability to intently observe and see with accuracy.
2. Understand architectural drawing as a selective and intentional description of critical perception, spatial expression, and ordered information.
3. Understand and utilize the foundational vocabulary of architecture within design generation and critique.
4. Form clear architectural propositions and make critical assessments of design work, qualified by these stated intentions.
5. Define aspirational standards for craft and material sensibilities.
6. Cultivate a spirit of inquiry and action.

### 1101 LEARNING OBJECTIVES

1. Utilize a system of line-weights to effectively order information.
2. Construct architectural drawings through a process of layering information, beginning with construction lines.
3. Accurately analyze and represent proportions and formal relationships between elements within a whole.
4. Identify architectural projection systems as either orthographic, perspectival, or paraline.
5. Apply architectural projection systems deliberately, in terms of their 2D and 3D descriptive capabilities and biases.

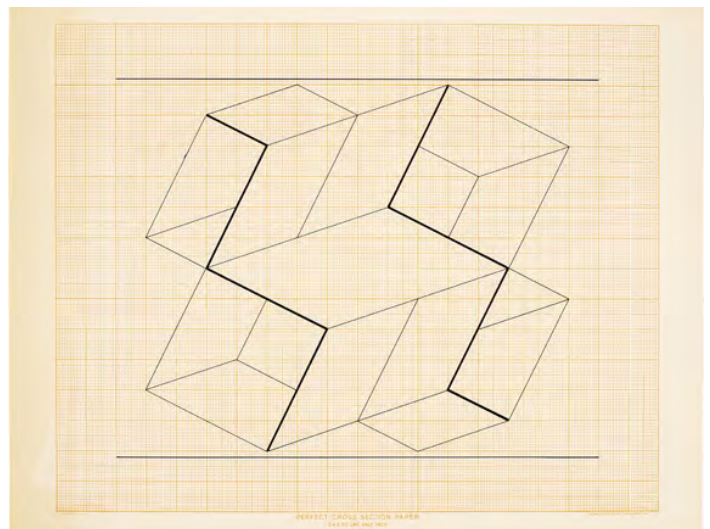
### 1301+1101 STUDENT PERFORMANCE OBJECTIVES

1. Ability to structure, organize, and compose graphic elements of drawing and design.
2. Ability to name and utilize three-dimensional drawings systems.
3. Ability to control line quality whether drawn freely or drafted.
4. Ability to express design ideas in drawing or model form.
5. Ability to communicate design intentions in written or verbal form.

### METHODS OF ASSESSING LEARNING OBJECTIVES

Criticism of drawings and models is the method of assessment for this course. Student work will be discussed with the student during class time in group and/or individual critiques. To receive effective criticism, work must be displayed during critiques to its advantage following guidelines of presentation and project objectives. Students are expected to engage constructively in these critical discussions regarding work (both theirs and their peers') to then effectively apply insights gained onto the next iteration of their project. Evaluation of student performance is based upon completed project requirements as well as the student's engagement in the daily studio process.

There will be 3 distinct design projects assigned throughout the semester. Once a design project is initiated, expect a new assignment each class period - the next step in the process. Iteration is essential to successful project development, therefore, new work will be due every class period. To aid effective criticism during our online portion of the course, students are required to take a photo or a scan of their latest work, and upload to an assigned OneDrive folder, before the start of class. Nearing the culmination of each project, each student will be assigned a pin-up wall space in the COA, to formally turn in your work for grading. All final work will also be digitally documented and uploaded to an assigned OneDrive folder.



Josef Albers, Structural Constellation on Graph Paper, c. 1950

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## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

### STUDIO COURSEWORK:

The course is structured as a series of short exercises that range from a couple classes to multiple weeks. All morning sections and afternoon sections will meet collectively at the beginning of each class to receive instruction. Students will then break into their assigned section to work closely with their particular critic to develop their projects and refine their skills. Throughout the semester there will be collective critique and discussion to deepen broader understandings.

#### 1. KIT OF PARTS

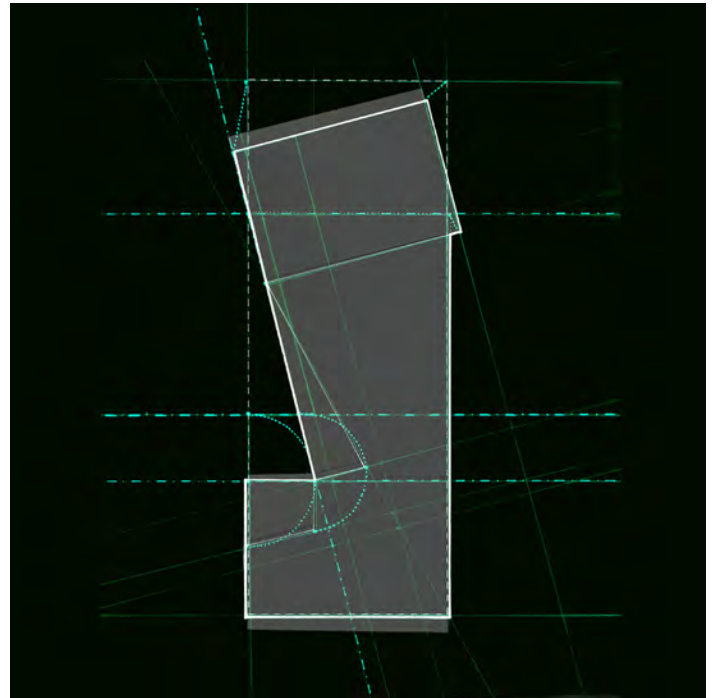
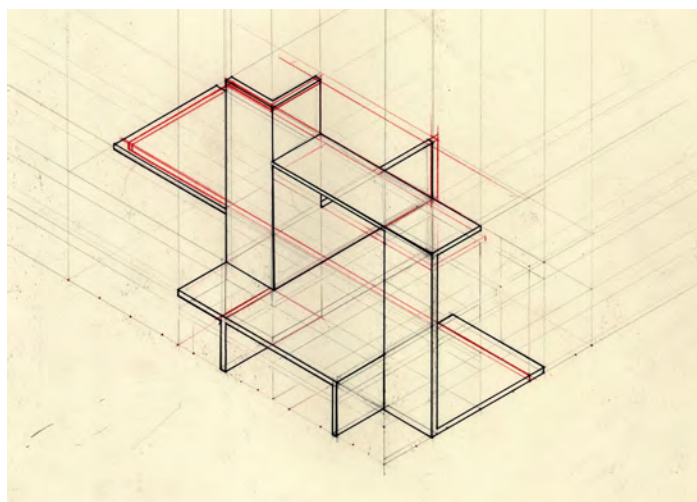
The project *Kit of Parts* serves as a rapid-fire introduction to the representational methods used in form/space-making while emphasizing the architectural investigation as a *grappling with limits*.

In addition to introductory workshops to physical modelling and hand-drafting, with emphasis on technique and craft, *Kit of Parts* will also introduce the *orthographic projection system - plan and elevation*.

#### 2. TRANSLATING ALBERS

In project 2, the relationships between 2D and 3D drawing are articulated. The *isometric projection system* is introduced through careful study drawings of Geometric Solids.

Theories by Rudolf Arnheim and working methods by Josef Albers are mined in a discussion of spatial perception - both physically experiential, AND embedded in the picture plane. A translation of one of Albers's *Structural Constellations* tests the limits of both 2D and 3D representation, while developing the student's critical eye and technical accuracy.



#### 3. SPATIAL RELATIONS

As architectural space can only really be perceived as a companion to form, in *Spatial Relations* the studio will conduct a series of exercises that generate boundaries and enclosures. The studio will utilize the cube form, as a bounding device, as well as a set of language actions inspired by Richard Serra's *1967 Verb List*, to guide spatial operations. Methods of translation are employed as the project moves from representations in paper folding, through diagramming, to digital collage, to models of plane and line, through digital drawing, and into solid plaster castings. Students will adapt the sequenced forms to reflect the changing material tectonic, all while maintaining the essence of the initial formal strategy. This material understanding of thickness and enclosure will be communicated through a series of parallel drawings. Diagramming techniques will be introduced to describe clear operational strategies.

Relying heavily upon Arnheim's *Dynamics of Architectural Form*, and Francis Ching's *Form, Space, and Order*, students will learn how to discuss their spatial relationships in precise architectural language, both phenomenal and abstract.



**FORM & SPACE**

WEEK	DAY	STUDIO PROJECT	REPRESENTATION TOPIC
WEEK 01	Tu AUG 25 Th AUG 27	PROJECT 1 INTRODUCTION	The Dimensions of Representation
<b>K I T O F P A R T S</b>			
WEEK 02	TU SEP 01 TH SEP 03	PROJECT 1 REVIEW	Technique & Legibility
WEEK 03	TU SEP 8 TH SEP 10	PROJECT 2 INTRODUCTION	2D & 3D Projections in Relation + Raster 1
WEEK 04	TU SEP 15 TH SEP 17	TRANSLATING ALBERS	Arnheim, Albers, & Spatial Perception + Raster 2
WEEK 05	TU SEP 22 TH SEP 24		Transformations Between Mediums
WEEK 06	TU SEP 29 TH OCT 01	PROJECT 2 REVIEW	
WEEK 07	TU OCT 06 TH OCT 08	PROJECT 3 INTRODUCTION	Spatial Language & the Diagram + Raster 3
WEEK 08	TU OCT 13 TH OCT 15		Introduction to Spatial Order + Spatial Boundaries: Point Line Plane
WEEK 09	TU OCT 20 TH OCT 22 M OCT 26	[MID SEMESTER GRADES DUE]	The Section: Enclosure, Aperture, Threshold + Vector 1
WEEK 10	TU OCT 27 TH OCT 29		Craft Matters + Vector 2
WEEK 11	TU NOV 03 TH NOV 05		Coherent Representation
WEEK 12	TU NOV 10 TH NOV 12		Grid: Order & Analysis + Vector 3
WEEK 13	TU NOV 17 TH NOV 19		The Communication of Intent
WEEK 14	TU NOV 24 TH NOV 26	PROJECT 3 REVIEW Thanksgiving Break	
WEEK 15	M NOV 30 TU DEC 1 W DEC 2	[2nd YEAR REVIEWS] [3rd YEAR REVIEWS] FINAL CLASS [4th YEAR / GRADUATE REVIEWS]	

\*\*schedule and coursework subject to change at the discretion of coordinators

# 1301 DESIGN STUDIO 1\_ FALL 2020\_ASSIGNMENT CALENDAR

## FORM & SPACE

WEEK	DAY	IN CLASS	WORK ASSIGNED
WEEK 01	Tu AUG 25 Th AUG 27	Lecture: <b>Plan &amp; Elevation &amp; Scale</b> Workshop: <b>Introduction to Modelling</b>	Reading 1, Sketchbook Assignment 1 Design Assignment 1 (model) + Plan & Elevation
WEEK 02	TU SEP 01 TH SEP 03	Workshop: <b>Drawing with Lineweights &amp; Construction Lines</b> <b>PROJECT 1 REVIEW</b>	Drafted Plan & Elevation Reading 2, Sketchbook Assignment 2
WEEK 03	TU SEP 8 TH SEP 10	Lecture: <b>Platonic &amp; Geometric Solids / The Isometric</b> Pin-up, Lecture: <b>Drawings in Relationships / Raster 1 : Image Control</b>	Drafted Solids exercise Iteration: Drafted Solids, Raster exercise1
WEEK 04	TU SEP 15 TH SEP 17	Pin-up <b>DUE: DRAFTED SOLIDS</b> Lecture: <b>Albers &amp; Spatial Perception / Raster 2 : Transform</b>	Iteration: Drafted Solids Raster exercise 2, Translation Model 1
WEEK 05	TU SEP 22 TH SEP 24	Group Discussion Pin-up, Lecture: <b>Model to Drawing to Model</b>	Translation Model 2, Elevations Drawing 1 Isometric Drawing 1 & Translation Model 3, Elevations 2
WEEK 06	TU SEP 29 TH OCT 01	Pin-up <b>PROJECT 2 REVIEW</b>	Isometric Drawing 2, Project Revisions Reading 3, Sketchbook Assignment 3
WEEK 07	TU OCT 06 TH OCT 08	Lecture/Workshop: <b>Richard Serra &amp; the Language in the Diagram</b> Pin-up, Lecture: <b>Spatial Ordering (4 Relationships)</b>	verb models in paper, 4 action diagrams 4 actions iteration, 4 actions-in-relation
WEEK 08	TU OCT 13 TH OCT 15	Pin-up, Lecture: <b>Grid Locations</b> Pin-up, Lecture: <b>Degrees of Enclosure: Spatial Boundaries</b> <b>Raster 3 : Collage</b>	action collage drawing layers, frame model frame model photo & drawings, vessel model 1 action collage printed
WEEK 09	TU OCT 20 TH OCT 22 M OCT 26	Pin-up, Lecture: <b>The Section</b> Pin-up, Lecture: <b>The Section: Enclosure, Aperature, Threshold</b>	(frame model photo) sections 1 vessel model 2, (frame model photo)
WEEK 10	TU OCT 27 TH OCT 29	<b>Casting Demo, Lab: Casting</b> Lecture: <b>Vector 1: Ordering Information</b> Lab: <b>Casting</b> Lecture: <b>Vector 2: Lineweight &amp; Layers</b>	sections 2 formwork 1, lightphotos 1, casting 1, Vector 1
WEEK 11	TU NOV 03 TH NOV 05	Lab: <b>Casting</b> Lab: <b>Casting</b>	formwork 2, casting 2, sections 3, lightdrawings 2
WEEK 12	TU NOV 10 TH NOV 12	Lab: <b>Casting</b> Pin-up, Lecture: <b>Analogue to Digital : Grid Operations</b> Pin-up, Lecture: <b>Vector 3: Digital to Analogue</b>	analysis drawing, lightphotos 2 spatial diagrams, sentences
WEEK 13	TU NOV 17 TH NOV 19	Pin-up, Desk Crits Pin-up, Desk Crits	drawing revisions drawing revisions
WEEK 14	TU NOV 24 TH NOV 26	<b>PROJECT 3 FINAL REVIEW</b> <b>No Class</b>	
WEEK 15	M NOV 30 TU DEC 1 W DEC 2	[2nd YEAR REVIEWS] [3rd YEAR REVIEWS] <b>1301 FINAL CLASS</b> [GRADUATE REVIEWS]	

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# ARCH 1301 Architectural Design I + ARCH 1101 Architectural Representation I

## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY



### STUDIO READINGS/REFERENCES

- (1) Francis D. K. Ching, *Architecture: Form, Space, and Order*, 1996.
- (2) Pallasmaa, Juhani. *The Thinking Hand: Existential and Embodied Wisdom in Architecture*. Wiley; West Sussex, 2009.
- (3) Rudolph Arheim, *The Dynamics of Architectural Form*, 1977.
- (4) John Berger, *Ways of Seeing*. British Broadcasting Corporation, 1972.
- (5) Peter Cook, *Drawing: The Motive Force of Architecture*. Wiley; West Sussex, 2008.
- (6) Andrea Simitch and Val Warke, *The Language of Architecture*, 2014.
- (7) Louis I. Kahn, *Writings, Lectures, Interviews*, Alessandra Latour, ed. 1991.
- (8) Bruno Zevi, *Architecture as Space*, 1948.

### EVALUATION & GRADING

<i>Kit of Parts</i>	10 %
<i>Translating Albers</i>	30 %
<i>Spatial Relations</i>	60 %

Each phase grade is composed of two grades  
- PARTICIPATION and PROJECT.

#### PARTICIPATION GRADE 50%

The participation grade is 50% of each phase grade.  
Participation grades occur each class period and is an assessment of your studio process and includes:

- daily productivity
- class preparedness
- effort
- attendance
- documentation of work
- sketchbook assignments / use
- contribution to studio culture
- positive engagement with the process of critique

#### PROJECT GRADE 50%

The project grade is 50% of each phase grade. The project grade occurs at the end of each phase and is an assessment of the finished and presented work. This 50% is composed of:

- quality of craft and execution (40%)
- conceptualization and ideas (20%)
- development and process (20%)
- completeness of project (10%)
- presentation of project (10%)

# ARCH 1301 Architectural Design I + ARCH 1101 Architectural Representation I

## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

Grading will follow the criteria of the Texas Tech University.

### *Grade Definitions:*

#### **A - Outstanding Performance**

Work surprising both student and instructor that explores opportunities beyond the limits of the assignment, is inventive in solving all requirements, and crafted in an extraordinary manner.

#### **B - Good Performance**

Work that thoroughly meets assignment requirements, is intelligently accomplished, and beautifully crafted.

#### **C - Successful Performance**

Work that adequately meets assignment requirements, demonstrates proficiency, and is solidly crafted.

#### **D - Minimally Acceptable Performance**

Work that minimally meets assignment requirements, demonstrates partial proficiency, and is weakly crafted.

#### **F - Unacceptable Performance**

Work that does not meet assignment requirements to the extent that the student must repeat the course to receive credit.

## **ATTENDANCE**

Students are responsible for attending all scheduled class meetings for the full class period. A MAXIMUM of three (3) absences may occur DURING THE SEMESTER. Upon the fourth absence, the absence record will be considered excessive.

Excessive absence will require the student to drop the class in compliance with drop deadlines, or receive a grade of "F". All absences are considered unexcused with the exception of absences due to religious observance and officially approved trips (according to guidelines specified in the TTU catalog).

Attendance is defined as participation in all course activities, lectures, demonstrations, discussions, and labs. Attendance requires students to have their textbooks, tools, and materials available for all course activities. Leaving early, lack of participation, walking in and out of lectures, other class work, goofing around, etc., will count as an absence. Additionally, please note that each absence will be taken into consideration via

your participation grade at the end of the semester, as well as late work, and late arrivals. Late arrivals will be accounted for at the time attendance is taken. At every accumulation of three (3) late arrivals, students will receive an absence.

Students are expected to comply with TTU Center for Campus Life rules for reporting student illness requiring absence from class for more than one week, or for immediate family member deaths.

## **NAAB CRITERIA**

These courses fulfill the following NAAB criteria:

### **Realm A: Critical Thinking and Representation**

Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- \_Being broadly educated.
- \_Valuing lifelong inquisitiveness.
- \_Communicating graphically in a range of media.
- \_Assessing evidence.
- \_Comprehending people, place, and context.
- \_Recognizing the disparate needs of client, community, and society.

### **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.

["2014 Conditions: NAAB Conditions for Accreditation." naab.org. NAAB, 2014. Web. 23 Nov 2014. http://www.naab.org/accreditation/2014\\_Conditions](http://www.naab.org/accreditation/2014_Conditions)



# ARCH 1301 Architectural Design I + ARCH 1101 Architectural Representation I

## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

### STUDIO REQUIREMENTS:

#### WORDPRESS COORDINATION ACCESS

For digital copy of syllabus, daily assignments and collective announcements for course, please visit with regularity:

<http://formandspace1301.wordpress.com>

#### STUDIO CULTURE

Architectural school is unlike any other academic culture on campus. We thrive on collective engagement and cross dialogue. Thus it is important to understand that becoming an architecture student means that each of you understand, promote, and engage in the following:

**STUDIO DIALOGUE** - Ideas are born through brainstorming, discussion, and group debate. The practice of critical conversation aids the development of complex ideas and one's ability to communicate these ideas.

**CULTURE PARTICIPATION** - Unlike other disciplines, architecture demands a type of collective engagement between students. This means that each year level should have a self awareness of themselves and how they are contributing to the College of Architecture as a whole entity. Be sure to drift throughout the building, looking at the work of other year levels, putting yourself in a place to be heard, to be involved. Go to lectures and events. Be a part of the larger culture that is completely unique to architects. This is your education, take charge.

#### CLASS ETIQUETTE

It is up to each student to ensure that each class meeting is productive, engaging, enlightening, and efficient. As we are all adults here to learn, thus any inappropriate behavior, talking or napping, working on other classes, or watching videos or playing games during class is strictly prohibited. Additionally, all students are expected to possess and act with academic integrity.

#### STUDIO CULTURE POLICY

Please acquaint yourself with the studio culture policy:

<https://www.depts.ttu.edu/architecture/>

#### STUDIO TOOLS & MATERIALS

**ALL STUDIO MATERIALS REQUIRED IN THIS COURSE ARE THE STUDENT'S RESPONSIBILITY TO ACQUIRE.**

**KIT:** Students must purchase the general Architecture Kit as supplied by Varsity Book Store by the second class session. This kit provides all the materials the student needs to start the course and tools that the student will use this year and beyond.

**STUDIO SKETCHBOOKS:** The sketchbook is a black 5x8 sketchbook that is shared with the ARCH 1311 DES course, and is to be used for lecture and reading notes, and architectural sketching. One's sketchbook is an invaluable resource for not only recording and analysis, but as emphasized in this course, a tool for design development. Sketchbooks are expected to be with the students at all times, at every class gathering.

**DRAFTING TABLE:** Students will also need to purchase a table-top drafting table, available at the COA Model Shop in the basement. Before you go to purchase your board, go to <http://www.arch.ttu.edu/lasercutter> and login with your raider name and password to activate and add money to your account.

**PRINTING:** Students will be required to print for a few assignments, and can open up a printing account with the COA Print Bureau on the 9th floor. See the COA website for details and instructions.

<https://www.depts.ttu.edu/architecture/>

**COMPUTER & SOFTWARE:** Students must have and maintain their own laptop computer with a webcam and microphone to used for this class.

Students must have installed on their computers the latest version of the following programs:

- Adobe Creative Cloud or Creative Suite, including Acrobat, Photoshop, & Illustrator. Students can get a discounted student membership at

<https://creative.adobe.com/plans?promoid=P3KMQZ9Y&mv=other>

# ARCH 1301 Architectural Design I + ARCH 1101 Architectural Representation I

## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

### **CAMERA:**

Students will need access to a camera to take images of their work for every class. A tripod or other device to stabilize the camera is highly recommended.

**ONE DRIVE DOCUMENTATION:** Students will maintain a mandatory studio OneDrive folder (free with your TTU email) for the purpose of uploading digital documentation of all work produced in the course. For each project students will receive a list of the files and naming conventions required.

### **RETENTION OF WORK:**

Texas Tech University College of Architecture reserves the right to retain, exhibit, and reproduce work submitted by students. Work submitted for a grade is the property of the college and remains as such until it is returned to the student.

## **COLLEGE POLICIES**

Students must comply with all requirements as posted on the college web site, and are responsible for maintaining awareness for all policy changes.

*Please see the Fall 2020 Student Guidebook for the most recent operating policies.*

## **COVID-19 INFORMATION**

**Face coverings are required.** Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus.

**Signage.** Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer.

**Seating assignments.** The purpose of assigned seating is to assist in contact tracing, if necessary, and to augment social distancing. Students are expected to sit at a minimum of six feet apart. A required seating chart will be created once everyone is positioned with appropriate social distancing. There will also be an orderly procedure, designed to ensure social distancing, for exiting the classroom.

### ***Illness-Based Absence Policy***

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

#### ***1. If you are ill and think the symptoms might be COVID-19-related:***

- a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at 806.743.2911.
- b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
- c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
- d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

#### ***2. If you are ill and can attribute your symptoms to something other than COVID-19:***

- a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
- b. During the health provider visit, request a "return to school" note;
- c. E-mail the instructor a picture of that note;
- d. Return to class by the next class period after the date indicated on your note.

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## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your late assignment is not be penalized. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

*If you have interacted with individual(s) who have tested positive for COVID-19:*

Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary care provider on next steps.

Do not return to class until you are medically cleared by your Health Care Provider.

### ACADEMIC POLICIES

#### PLAGARISM

Any student failing to cite reference works, or the work of fellow students, is guilty of plagiarism and will be subject to disciplinary action. See the TTU Student Handbook 2015-2016.

#### ACADEMIC INTEGRITY

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University Quality Enhancement Plan, Academic Integrity Task Force, 2010]

If any student is found to have broken the Code of Student Conduct, which includes cheating on exams, quizzes, or interactive

projects, the student will face academic and/or disciplinary penalties.

All policies for the Code of Student Conduct may be found here: <http://www.depts.ttu.edu/dos/handbook/>

#### CIVILITY IN THE CLASSROOM STATEMENT

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student-student and student-faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

#### ADA STATEMENT

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

#### RELIGIOUS HOLY DAY STATEMENT

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

# ARCH 1301 Architectural Design I + ARCH 1101 Architectural Representation I

## COLLEGE OF ARCHITECTURE, TEXAS TECH UNIVERSITY

### *DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT*

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](https://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](https://voiceofhopelubbock.org) (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

### *LGBTQIA SUPPORT RESOURCES*

Office of LGBTQIA, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806.742.5433

Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.