

ARCH 3314-006

Contemporary Issues in Architecture

Design Thinking

2020 Fall Semester

ARCH 3314-006 Online T R 2:00-3:20 pm

Associate Professor Robert D. Perl, AIA, LEED AP

Texas Tech University College of Architecture Robert D. Perl 3314

updated 08/31/2020

This class is scheduled to meet online only.

**Synchronous attendance via Zoom with audio and video is required
Tuesdays and Thursdays 2:00-3:20 pm.**

Some of the COVID notes and links below apply to online classes.

Some of the COVID notes and links below apply to face to face classes.

Course Syllabus Statement on Student Absences for COVID-19 Related and Other Illness: Required Use of Masks/Facial Coverings by Students in Class

"The Texas Tech University System has implemented a mandatory [Facial Covering Policy](#) to ensure a safe and healthy classroom experience.

Current research on the COVID-19 virus suggests that there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Because of the potential for transmission of the virus, and to be consistent with the University's requirement, students in this class are to wear a mask/facial covering before, during, and after class. Observing safe distancing practices within the classroom by spacing out and wearing a mask/facial covering will greatly improve our odds of having a safe and healthy in-person class experience. Any student choosing not to wear a mask/facial covering during class will be directed to leave the class and will be responsible to make up any missed class content or work." Revision: 7/20/2020 11:41 AM

First Class Day Fall 2020

Quoted from page 3, Section A. 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."

Version: 7/22/2020

Complete five page docx is [here](#).

College of Architecture COVID document Version: 8/14/2020

Complete two page docx is [here](#).

College of Architecture Student Guide Version 8/19/20

Complete nine page pdf is [here](#).

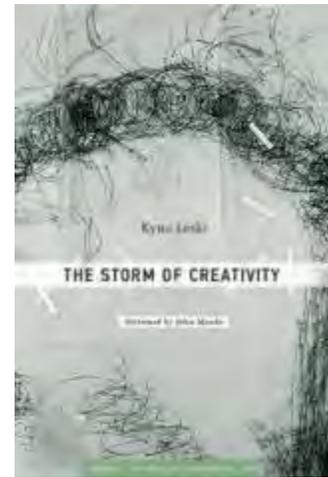
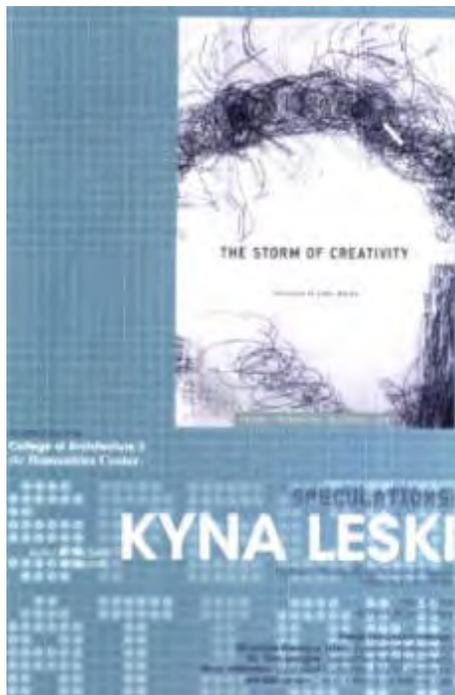
TTU Catalog

3314. Contemporary Issues in Architecture (3).

Contemporary issues in architectural theory and history utilizing precedents from early 20th century to present. May be repeated for credit.

Section 006: Design Thinking

[TTU Catalog Course
Descriptions](#)



^ *The Storm of Creativity* by Kyna Leski is the primary textbook.
 < Autographed book title page.
 << Poster for Kyna Leski lecture at Texas Tech CoA November 4, 2016.

Course Description

Section 006, Design Thinking, addresses methods of design, ways of thinking, and means of design thinking through multiple experiences of reading, discussing, and writing. It positions design thinking within the discipline of architecture, explores the role of design within the profession of architecture, and considers the place of creativity in design processes. The course will make students more conscious of their current design, thinking, and communications skills and assist them in developing new abilities in these areas.

The National Architectural Accrediting Board (NAAB) describes Design Thinking Skills as one of their Student Performance Criteria. "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."

ARCH 3314 fulfills the "Written Communication" portion of the College of Architecture's Communication Literacy Plan.

Student Learning Objectives

- Increase understanding of the role of contemporary architectural issues in "future design practice" and "knowledge of the discipline for the benefit of society"
- Increase abilities to discover, read critically, interpret, and evaluate contemporary architectural issues
- Increase abilities to interpret, organize, and analyze data and precedents to create useful information
- Increase abilities to communicate contemporary architectural issues
- Increase abilities to write, edit, and rewrite
- Increase understanding of contemporary architectural issues in evidence-based design methods

[College of Architecture Mission Statement](#)

NAAB Student Performance Criteria (2014)

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.

[NAAB 2014 Conditions](#)
[NAAB 2014 Conditions for Accreditation](#) (pdf)
 Pages 15-18.
[Foxit Reader download](#)
[Adobe Reader download](#)

NAAB Criteria secondary topics (2014)

A.2 Design Thinking Skills

A.3 Investigative Skills

A.4 Architectural Design Skills

A.5 Ordering Systems

A.6 Use of Precedents

A.8 Cultural Diversity and Social Equity

B.1 Pre-Design

C.1 Research

C.2 Integrated Evaluations and Decision-Making Design Process

C.3 Integrative Design

D.1 Stakeholder Roles in Architecture

2014 [NAAB](#) lists
 8 Criteria in Realm A: Critical Thinking and Representation,
 10 Criteria in Realm B: Building Practices, Technical Skills, and Knowledge,
 3 Criteria in Realm C: Integrated Architectural Solutions, and
 5 Criteria in Realm D: Professional Practice.

Teaching Methods

Most weeks of the semester will have a similar sequence of activities. Before every class, each student will study an assigned reading and identify several of the author's important ideas. During class, every student will first discuss the author's perceived intentions, and then explore implications of those topics with more speculative discussion. After Thursday's class, each student will continue to think about those topics via writing and their personal interpretation. The last portion of the semester each student will be guided to plan, draft, and finalize a paper on a Design Thinking topic of their choice.

Class periods will utilize multiple active-learning modes. A Seminar format will be used regularly to discuss the required readings and demonstrate rigorous critical thinking. A Lecture will be given occasionally where students listen and construct personal understanding. A Studio format will be utilized during several class periods for quick hands-on exercises emphasizing design process. A Tutorial format, similar to studio desk crits, will be used when students are writing their paper. Questions are always welcome. One-on-one interaction during office hours or by appointment is encouraged.

Evaluation

Deliverables:

- Weekly written assignments (including weekly progress submittals during the Final Paper process)
- Daily classroom participation

Assessments:

Evidence of learning in the form of three sentences of thoughtful student-generated "author's important ideas" for each reading.
 Evidence of learning in the form of a thoughtful student-generated "elaboration" paragraph each week.
 Evidence of learning in the form of a thoughtful student-generated Final Paper (including weekly progress submittals during the Final Paper process)
 Evidence of learning in the form of participation in classroom discussions

Grading

Weekly written assignments: 90% (each weighted equally at ~6%)
 Daily participation: 10% (each weighted equally)
 Work will be graded A:90-100, B:80-89, C:70-79, D:60-69, F:50-59, or Missing:0. At the discretion of the instructor some work may be graded Pass:100, Fail:50, or Missing:0.
 All weekly work must be completed and emailed to the instructor on or before the indicated times and dates.
 Late work will be penalized 10 points per day.

Required Texts

We will read the entire textbook during the semester.

The Storm of Creativity

By Kyna Leski

2015 MIT Press

[publisher page](#) [TTU Library page](#) [TTU Bookstore page](#)

[Amazon page](#) [Barnes & Noble page](#)

Other required readings will be distributed as PDFs from the Readings page.

Course Requirements

Most weeks will follow a **Read > Discuss > Write** sequence.

Before class, after completing the readings, each student will select three of the author's important ideas, write one sentence about each idea, and bring the written sentences to class.

During class, we will discuss the readings and refer to these ideas.

After Thursday's class, each student will submit their Tuesday and Thursday sentences and write a 300-word elaboration on one of the author's important ideas.

ARCH 3314 fulfills the "Written Communication" portion of the College of Architecture's **Communication Literacy Plan**.

"WRITTEN COMMUNICATION: Critically analyze contemporary issues in architectural history and theory utilizing precedents from the early twentieth century to the present through a series of writing exercises and assignments."

"WRITING: Students will partake in a variety of writing exercises and assignments throughout the semester that demonstrate the students' abilities to analyze, integrate, synthesize, and communicate in writing. These may include reviews of scholarly articles or well known

The *Classxx* webpage will list the required reading and specify details of "the author's important ideas" and the "300-word elaboration on one of the author's important ideas".

"Each student will produce at least **4,000 words** (approximately 10 pages) of finished academic prose, although the required amount of un-graded, informal, or draft writing may be much higher. Although these **4,000 words** are the finished product, this number assumes that the student has rewritten each assignment at

architecture, analytical essays or position papers."

A grading rubric uses these four criteria: "Context of and Purpose for Writing, Content Development, Sources and Evidences, Syntax and Mechanics".

This course is an upper-division course. **Upper-division academic quality** is expected.

Students are expected to fully **participate in each class**. The assigned readings must be completed before the start of class, and each student must be prepared to engage in meaningful discussion about the readings.

During class, electronic and paper-based reading, writing, note taking, and reference materials are permitted and encouraged to the extent they assist learning.

Most class sessions will utilize a [seminar](#) format. Be prepared to be called upon. Thoughtful participation will increase everyone's learning.

A portion of most class sessions will utilize a [critique](#) format. Be prepared to be called upon. Thoughtful participation will increase everyone's learning.

"A grade of C or better is required for all courses included in the architecture degree plan. In the college, a C is equivalent to a grade of 70-79."

"The 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 so until it is returned to the student."

Every class is important. If absence is unavoidable, ask reliable classmates for class content, lecture and discussion notes, etc.

least once."

College of Architecture
April 24, 2012

Upper-division academic quality applies to class participation and work submitted for grading. **Upper-division academic quality** is expected of your attitude towards learning also. Upper-division education is about getting the MOST education for your investment of time and money.

"A seminar... has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to **participate**. This is often accomplished through an ongoing [Socratic dialogue](#) with a seminar leader or instructor... It is essentially a place where assigned **readings are discussed**, **questions** can be raised and **debates** can be conducted."

"Critique is a method of disciplined, systematic study of a written or oral discourse. Although critique is commonly understood as **fault finding** and **negative judgment**, it can also involve **merit recognition**, and in the philosophical tradition it also means a methodical **practice of doubt**. The contemporary sense of critique has been largely influenced by the [Enlightenment critique](#) of **prejudice** and **authority**, which championed the emancipation and autonomy from religious and political authorities.
... critique is **never personalized** nor [ad hominem](#), but is instead the analyses of the structure of the thought in the content of the item critiqued."

Credit for late work will be *considered* only with advanced official notification and/or medical or authorized leave documentation.

"[More than 10% of class meetings] absences are considered excessive and constitute cause for having the student drop the class or receive a grade of 'F', or 'I' when appropriate."

[College of Architecture Attendance Policy](#)

INSTITUTIONALLY REQUIRED INFORMATION 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.

INSTITUTIONALLY REQUIRED INFORMATION ACADEMIC INTEGRITY STATEMENT:

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 ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

"Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act."

[Academic Integrity](#)

Giving aid or receiving aid are both violations of academic integrity.

All assignments submitted for grading shall be the exclusive work of the individual student unless collaboration is explicitly called for by an assignment.

This semester, no collaborative assignments are planned for this course.

INSTITUTIONALLY SUGGESTED INFORMATION 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

[Statement of Ethical](#)

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).

Principles:

- Mutual Respect
- Cooperation and Communication
- Creativity and Innovation
- Community Service and Leadership
- Pursuit of Excellence
- Public Accountability
- Diversity

"These guiding rules and regulations are present to foster a sense of community and respect among all members of the university community."

[TTU Code of Student Conduct](#)

Schedule

| Before Class | During Class | After Class |
|----------------------------------|--------------------------------------------------------------------|------------------------|
| Read : Wikipedia | Aug 25 Class01 : Beginning | Page01 |
| | Aug 27 Class02 : Design Thinking, Design | |
| Read : Nelson | Sep 1 Class03 : The Design Way | |
| Read: Lunsford QG | Sep 3 Class04 : Reading, Writing | Page02 |
| Read: Leski: pre | Sep 8 Class05 : overview | |
| Read: Hurson | Sep 10 Class06 : Repro., Productive Thinking | Page03 |
| Read: Leski 0-9 | Sep 15 Class07 : Creativity | |
| Read: | Sep 17 Class08 : Thinking Hats | Page04 |
| Read: Leski 10-33 | Sep 22 Class09 : Preconceptions | |
| Read: B&E | Sep 24 Class10 : What's New? | Page05 |
| Read: Leski 34-47 | Sep 29 Class11 : Problem Making | |
| Read: K&B 8-21 | Oct 1 Class12 : Process | Page06 |
| Read: Leski 48-69 | Oct 6 Class13 : Gathering, Tracking | |
| Read: K&B 66-73 | Oct 8 Class14 : Process | Page07 |
| Read: Leski 70-81 | Oct 13 Class15 : Propelling | |
| Read: Leski 82-101 | Oct 15 Class16 : Perceiving, Conceiving | Page08 |
| Read: Leski 102-119 | Oct 20 Class17 : Seeing Ahead | |
| Read: Leski 120-141 | Oct 22 Class18 : Connecting | Page09 |
| Read: Leski 142-166 | Oct 27 Class19 : Pausing, Continuing | |
| Read: BCW 7 | Oct 29 Class20 : Claim, Reason(s), Evidence | Page10 |
| | Nov 3 Class21 : Paper: Diverging | |
| | Nov 5 Class22 : Paper: Converging | Page11 |
| | Nov 10 Class23 : Paper: Claim, Reason(s), Evidence | |

| | | |
|--------|--------------------------------------------|-------------|
| Nov 12 | Class24: Paper: Claim, Reason(s), Evidence | Page12 |
| Nov 17 | Class25: Paper Draft | |
| Nov 19 | Class26: Paper Draft | Page13 |
| Nov 24 | Class27: Paper Draft | Page14 |
| Nov 26 | Thanksgiving | |
| Dec 1 | Class28: Review Near-Final Draft | Page15 |
| Dec 7 | Final Paper | Final: 4 pm |

Declaration of Commitment to Learning

I declare my commitment to learn at the ____ level in ARCH 3314 Contemporary Issues in Architecture, 2020 Fall Semester.

I understand this requires a corresponding investment of consistent efforts to:

- motivate myself to learn,
- focus on learning during all class hours,
- concentrate on processes as well as products,
- read, reread, and study thoroughly all course materials,
- participate meaningfully in discussions and critiques,
- work effectively on writing, editing, and rewriting, and
- approach architecture education with an open mind.

[TTU Catalog Academic Regulations](#)

"The grades used, including plus and minus, with their interpretations, are
 A, excellent;
 B, good;
 C, average;
 D, inferior...;
 F, failure;
 P, passing;
 PR, in progress;
 I, incomplete;
 W, withdrawal..."

signature

date

INSTITUTIONALLY REQUIRED INFORMATION

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.

INSTITUTIONALLY SUGGESTED INFORMATION

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. 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 (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/tttd/> (To report criminal activity that occurs on or near Texas Tech campus.)

INSTITUTIONALLY SUGGESTED INFORMATION

LGBTQIA SUPPORT STATEMENT:

Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources pertaining to sexual orientation and/or gender identity are: Office of LGBTQIA, Student Union Building Room 201, 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.

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