

COVID HEADER

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. Should that be necessary, students will need to have access to a webcam and microphone for remote delivery of the class.

3355 | Architectural Technology IV: Atmosphere

Fall 2020

Syllabus



Guillermo Barajas | Architect - Instructor

www.enviroidea.com

guillermo.barajas@ttu.edu [formal communications involving class policy or grading]

Office hours : Monday 12:00 - 1:00 + by appointment

Catalog Course description

3355 : Architectural Technology IV: Atmosphere

Prerequisite: Arch 3350

Study of environmental systems and envelopes with emphasis on their relationships. Analysis of air-conditioning, ventilation, acoustics, daylighting, facades, cladding. Introduction to MEP, codes, regulations.

Course information

ARCH 3355 | Architectural Technology IV: Atmospheres

Credits: 3 semester credit hours

Tue-Thu 9:30 - 10:50

Course Description

Students will engage in various methods of work through the course of the semester in order to better understand how environmental systems can be used and manipulated in order to create atmosphere for human comfort and perception within a building envelope. Instruction will be broken down into seven phases as follows:

- 01 Introduction to Mechanical, Electrical, and Plumbing codes/regulations
- 02 Overview of Mechanical and Ventilation systems
- 03 Principals of Acoustics
- 04 Principals of Water Supply and Waste
- 05 Overview of Electrical Systems
- 06 Daylighting, Facades, and Cladding
- 07 Understanding systems in the age of COVID-19

Student Learning Objectives

This course is intended to:

- Introduce the integration and interaction of building systems with an emphasis on analysis of air-conditioning, ventilation, plumbing systems, acoustics, daylighting, facades, and cladding, along with an introduction to codes and regulations governing systems.
- Convey an understanding of system comparisons to better inform design decisions.
- Focus on understanding wall, floor, and ceiling configurations to allow for integration of mechanical, ventilation, plumbing, and electrical systems.
- Material science and quantitative analysis used to determine the systems appropriate for a variety of program types.
- Introduction to understanding Psychrometric charts.
- Introduce and examine the development of alternative energy sources
- Introduce and examine the concept of luminance and the effect on vision, form, color, and texture.
- Understand changes to occupied atmospheres due to COVID -19 concerns.
- Cultivate a spirit of inquiry and action.

Student Performance Objectives:

- Students should be able to show proficiency in navigating the International Building code to determine requirements relating to mechanical, electrical, and plumbing systems.
- Students should be able to properly identify alternatives to Mechanical, electrical, and plumbing systems based on programming criteria.

- Students should be able to use “rules of thumb” in preparing conceptual designs and use these rules in the planning of plans, and section, and roof assemblies.
- Students should be able to understand alternatives to lighting sources and the advantages of using natural light, incandescent light or LED lighting to produce appropriate visual atmospheres.
- Students should be able to create wall assemblies to control noise and sound.
- Students should be able to identify new ventilation strategies due to health concerns with COVID-19.

Means of Evaluation:

1. Deliverables - students will be responsible for delivery of weekly progress in this course generally as follows:

Week 1 - Provide group assignments and research topic

Week 2 - Submit history of codes as they relate to mechanical, plumbing and electrical systems

Week 3 - Submit list of unfamiliar terms encountered from assigned readings on codes.

Week 4 - Submit independent articles found concerning alternative energy strategies.

Week 5 - Submit diagrams comparing forced air systems and hot water systems.

Week 6 - Submit independent articles on current technologies regarding solar systems.

Week 7 - Submit binder containing notes, and sketches of lectures along with weekly news stories .

Week 8 - Submit diagrams of dry fire suppression systems vs wet fire suppression systems.

Week 9 - Submit diagrams of sanitary drainage systems for high rise structures.

Week 10 - Submit binder containing notes, and sketches of lectures along with weekly news stories.

Week 11 - Submit sample of electrical panel schedule.

Week 12 - Submit comparisons of light intensity for natural light, incandescent light and led light.

Week 13 - Submit samples of sound deflecting materials.

week 14 - No Class - thanksgiving break

Week 15 - Submit binder containing notes, and sketches of lectures along with weekly news stories.

week 16 - Final exam

2. Methods of Assessment - students will be responsible for submitting the deliverables by 5:00 pm Thursday of the week that they are due. Submittals will be given a numerical grade of between 1 point for minimal work to 10 for work indicating knowledge and further inquiry.

Teaching Methods:

Course material will be presented in a combination of Lectures, videos, virtual site visits, and guest speakers.

Course Schedule

Week	Date	Topic
01	8-25-20 8-27-20	First day of classes - Review of Learning Objectives Course Overview Introduction - Group Assignments
02	9-01-20 9-03-20	Code Overview - Mechanical, Plumbing Systems Code Overview - Electrical Systems
03	9-08-20 9-10-20	Thermal Comfort Air Temperature - Understanding Psychrometric Charts
04	9-15-20 9-17-20	Introduction to Heating and Cooling Systems Alternative Energy Strategies
05	9-22-20 9-24-20	Understanding Heating and Cooling Loads Forced Air Systems / Hot Water Systems
06	9-29-20 10-01-20	Electrical Heat / Radiant Heat Solar systems
07	10-06-20 10-08-20	Exam 1 Student Presentations
08	10-13-20 10-15-20	Water Supply Systems Fire Protection systems
09	10-20-20 10-22-20	Sanitary Drainage Systems Sewage Systems
10	10-27-20 10-29-20	Exam 2 Student Presentations
11	11-03-20 11-05-20	Understanding Electrical Power Electrical Systems and Circuits
12	11-10-20 11-12-20	Understanding Light and Vision Light sources and Luminaires
13	11-17-20 11-19-20	Understanding Acoustics Acoustical Wall Assemblies
14	11-24-20 11-26-20	Thanksgiving Break - No Class Thanksgiving Break - No Class
15	12-01-20 12-03-20	Exam 3 Student Presentations
16	12-04-20 12-07-20	Design Studio final Reviews 3355 Final Exam: 1:30 pm - 4:00 pm
17	12-09-20	End of Semester

Required Textbooks

Building Construction Illustrated - Frances D.K.Ching

ISBN: 978-1-119-83189

Published January 3, 2020

Publisher - Wiley

Building Structures Illustrated - Francis D.K.Ching

ISBN:978-1-118-848302

Published March 4, 2014

Publisher - Wiley

Supplemental Resources

Facade Construction Manual

Building Skins [In detail]

Constructing Architecture, Materials Processes Structures [2nd edition]

The Structural Basis of Architecture [2nd edition]

Architectural Graphic Standards [10th edition]

Fundamentals of Building Construction [3rd edition]



Class Operation and Structure

Students are expected to actively engage in lectures and concept reinforcing activities as follows:

Lectures : Typically broken down into three platforms for educating the principals of atmosphere. as follows:

1. Principals - Understanding program as a way to determine appropriate systems.
2. Problem sets - Understanding conceptual design rule of thumb calculations in order to allow for simultaneous development of buildings in plan, and section.
3. Case studies - precedents will reinforce the course material in real world terms and topical understanding. Case studies will focus on work produced by minority and historically underutilized firms such as African American, Hispanic, and Women Owned teams.

Students will be responsible to research and document case studies by architects or firms who are affiliated with the National Organization of Minority Architects, (NOMA). The class will take the lead in establishing a student chapter of NOMA. Details will be provided the first week of class. Please see www.noma.net for details.

Assessment of principals learned will occur during lectures through:

1. Quizzes / Exams - given throughout the term to assess your comprehension of the material and will include short answer, multiple choice, drawing/diagramming, fill in the blank, true/false, and problem sets.
2. Labs: there will be assignments during the semester that will require computer model building and research. Some class meetings will be treated as labs to allow teams to work from home while having access to the instructor.

Class binder:

Each student is required to maintain a binder cataloging all work produced during the semester. Binders will be reviewed at a minimum, twice during the semester, at mid-term and at final, and forms a portion of your final grade. Historically, this is where many students lose valuable points due to lack of substance and failure to collect and chronicle all assignments into a professionally documented submittal.

Students are required to take copious notes supplemented with sketches of every lecture presented in class or any other lectures such as the virtual site visits where attendance is required by this syllabus. In addition, you are required to find news stories or technical articles that further your understanding of the atmosphere presented that week in class. Bring your binder to class every class period as you may be asked to discuss an article in your collection. Failure to have work ready to discuss will result in a grade of zero (0) for that class period. Graded returned exams should also be placed in this binder under its own heading. Progress drawings and other items associated with your research project should be placed in its own heading.

Field trips / Workshops :

As many field visits as possible will be offered throughout the semester as an opportunity to visit active construction sites and are intended to gain first hand experience to construction methods reinforcing topics covered in class. Dates will be established once class begins and the field visits will be virtual. Students will not be asked to leave home to attend job sites.

Students are expected to be present from home, at all site visits and actively engage in all discussions in order to fully understand how to apply the information presented. This course is not a passive lecture class that presents building systems brought about by programmatic requirements, but rather a course which uses buildings, technologies, materials, systems, and components to convey to students principals and how non-structural systems are used to create “atmospheres” that relate to human comfort, and enhance quality of life while meeting the requirements of building codes to provide for health, safety and welfare.

Lecture series:

As always, attendance at all TTU Lectures will be mandatory. The lecture series is currently being planned as an effort between Texas Tech Lubbock and TTU El Paso. At the conclusion of each lecture, students are to write a one page personal assessment. These writings are not to be a synopsis of the material presented but a thoughtful, personal statement of lessons learned and application to work being produced in this course, in studio, or any other course taken this semester. Attendance will be taken at each lecture same as it would be for face to face lectures and a grade of “F” assigned for the day if you are absent. Please take these lectures very seriously as you may never have the opportunity to interact and listen to invited guests of this caliber.

Evaluation and Grading Criteria:

The expected learning outcomes for the course will be assessed through:

Exams, in class application activities, class discussion, weekly papers on current topics, and a class binder.

There will be four (4) exams given this semester. In addition, each student will be responsible for group participation and research for one independent topic. A presentation and class discussion will be required. Full attendance to every class is mandatory. Absence by permission only. Groups will be established and topics assigned by the second week of class.

Grades will be based on the average taken from four (4) exams, classroom discussion, weekly papers, and the research presentation. Furthermore, each student will be required to keep a binder which will serve to organize weekly papers, notes, and sketches from each class period. Students are encouraged to keep this binder current as the instructor will call for them at various times in the semester for grading. Binders found to not be current will be given a zero (0) for that class period.

Exams: 25%

Binder: 20%

Research project: 50%

Weekly submittals: 5%

Evaluation and Grading Criteria:

A: Excellent- Exceptional performance strongly exceeding requirements of assignments, initiative involving independent resourcefulness, strong positive attitude toward the work, a growing level of improvement.

B: Good- Above average, adequate performance above the norm, accurate and complete beyond requirements, good initiative, positive attitude toward the work, improvement showing marks of progress.

C: Average- Mediocre or conservative performance, satisfying all requirements of assignments with a neutral and ordinary level of initiative, attitude, and performance.

D: Not Acceptable- Performance not meeting the passing standards of the course, initiative unacceptable, work below standard.

F: Failing- Ineffective performance not satisfying the requirements to an extreme degree, level of initiative, attitude, and improvement non-existent.

Grading Scale				
EXCELLENT	GOOD	AVERAGE	INFERIOR	FAILING
A+ = 98-100%	B+ = 88-90	C+ = 78-80	D = 67-70	64% and below
A = 94-97%	B = 84-87%	C = 74-77%	D- = 65-66%	
A- = 91-93%	B- = 81-83%	C- = 71-73%		

Withdrawing from Classes:

Withdraw before or on the University drop date. Do not request a grade of "I" without documentation allowed by the University.

Professional Development:

Each student is expected to do everything possible in the classroom to promote a positive learning environment. It is best that the student ATTEND ALL CLASSES ON TIME, be organized, stay current on all assignments and study regularly as the course is steady, challenging and designed for students seeking success in architecture.

In order to effectively engage in the "learning process" and earn high marks in this course, you are required to be completely prepared for every class session. This includes reviewing/studying materials and complete work as assigned by the instructor. As part of your professional development, you should behave as an adult and professional at all times. For this class, you will be given group assignments to research and then teach your topic to the class. Take full advantage of this opportunity to expand your knowledge and experience in your chosen field of study.

It is a fact: We retain 40% of what someone teaches us. We retain 95% of what we teach somebody.

NAAB Criteria

Realm A: Critical Thinking and Representation

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, and environmental contexts. this ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing, and model making

Student learning aspirations include:

- Being broadly educated
- Valuing lifelong inquisitiveness
- Communicating graphically in a range of media
- Recognizing the assessment of evidence
- Comprehending people, place, and context
- Recognizing the disparate needs of clients, community, and society

B.4 Technical Documentation

Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Students learning Aspirations include:

- Creating building designs with well integrated systems
- Comprehending constructibility
- Incorporating life safety systems
- Integrating accessibility
- Applying principals of sustainable design

Classroom Teaching Methods

Course Instruction:

The intent of this course is to be 100% online but may change as instructions continue to be refined by University leaders. Further instructions will be provided during the semester.

Course Website On Blackboard:

We will be using Blackboard (www.blackboard.ttu.edu) for official course communications and assignment submittals. Please check the course website on Blackboard regularly for announcements, updates and new content.

Zoom Classroom:

We will plan to use Zoom video conferencing as our virtual classroom for lectures, virtual site visits, and student presentations.

Zoom classroom Attendance:

You are expected to attend each class via the virtual classroom, and to be available to share your working engage in discussions during the full class time.

In the event that you experience technical issues or any other issues that prevent you from attending class, text your instructor in advance so that you do not get counted as absent.

University General 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 indicate entry and exit ways, gathering and queuing space, 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. There will also be an orderly procedure, designed to insure social distancing, for exiting the classroom.

Illness Based Absence Policy

If at anytime during the 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 meetings or events. Please review the steps outlined below that you should follow to insure 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 to not 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 the Student Health Services and your own or other health care providers may arrange virtual visits.
- b. During the health care 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.

Following the steps outlined above helps to keep your instructors informed about your absences and insures your absence or missing an assignment due date because of illness will be marked excused. 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.

Absence Due to Officially approved Trips:

The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may be allowed to make up the work due to the absences, but it will still count as an absence.

Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips should notify the students instructors of the departure and return schedules in advance of the trip. The instructor so notified must not penalize the student, although the student is responsible for the material missed. Students absent because of university business must be given the same privileges as other students (e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege).

Additional Attendance Policy may be set by your personal instructor.

CoA Policy on class Attendance:

Adopted by vote of the faculty on September 1, 2010

Based on pages 53-54 TTU 2010-2011 Undergraduate/Graduate Catalog

CoA Attendance Statement:

(additional details at http://arch.ttu.edu/wiki/Attendance_Policy)

Recording of absences is not a punitive record. Attendance in class is evidence of minimum engagement with the material of the course needed to matriculate and master the content at hand. Disallowing a student to matriculate through a course because of excessive absences is not a punishment, but rather evidence that the student has not been present for classroom instruction for a sufficient amount of time required to engage the material to an expect standard.

University Attendance Policy:

Responsibility for class attendance rests with the student. Instructors set an attendance policy for each course they teach. The University expects regular and punctual attendance at all scheduled classes, and the University reserves the right to deal at any time with individual cases of non attendance. Instructors should state clearly in their syllabi their policy regarding student absences and how absences affect grades.

CoA Attendance Policy:

Recording of absences is not a punitive record. Being present is evidence of minimal engagement with the material of the course, which is needed to matriculate and master the content of a course. Disallowing a student to matriculate through a course because of excessive absences is not a punishment, but rather evidence that the student has not been present for classroom instruction for a sufficient amount of time required to engage the material to an expected standard.

Therefore, the CoA considers four (4) absences in a studio, or in a lecture class that meets two or three times per week, grounds for dropping the student from the course. However, for CoA courses, the College supports the instructor's absence policy as stated in the individual course syllabus.

In the event of excessive absences, the student must visit the instructor to discuss his or her status in the course. Excessive absences constitute cause for dropping a student from class. If the drop occurs before the 45th class day of the long semester or the 15th class day of the summer term, the instructor will assign a designation of either DG or DW (see section on "Dropping a Course"). If the drop occurs after the time period, the student will receive a grade of F. This drop can be initiated by the instructor but must be formally executed by the academic dean. In extreme cases the academic dean may suspend the student from the university.

If a student is absent because of official University or College approved trips, the student must not be counted absent, but the student is responsible for any work or exam missed during the absence, Trips sponsored by the CoA must be approved by the Chair of Instruction of the CoA. The Instructor responsible for the student's absence must notify the student's instructors of the departure and return schedules in advance of the trip. The instructor notified must not penalize the student. Students who are absent because of University or College business must be given the same privileges as other students (e.g., if other students are given the choice of dropping one of four tests, the students with excused absences must be given the same privilege).

Reporting Illness:

Although Texas Tech University provides a mechanism for considering extended absences due to medical conditions, the University does not require instructors to excuse absences for medical reasons. In case of an illness that will require absence from class for more than one week the student must notify the Academic Dean of the CoA. The Dean's office will inform the

student's instructors through the departmental office. In case of class absences because of a brief illness, the student must inform the instructor directly. Other information related to illness can be found in the Student Handbook.

Absence Due to Religious Observance:

A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student who intends to observe a religious holy day must 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.

Religious Holy Day Statement:

"Religious Holy Day" means a holy day observed by a religion whose places of worship are exempted from property taxation under Texas Tax Code 11.20. A student who intends to observe a religious holy day should make the 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.

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

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).

LGBTQIA SUPPORT STATEMENT*:

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433."

*If you prefer to list campus resources rather than a statement about ally status, you might include the following among other campus resources you wish to share:

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.

ADA Statement

Any student who because of 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 instructors 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.

Academic Integrity Statement:

Academic integrity is taking responsibility for ones 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]

Studio Culture Policy:

Please read and abide by the College of Architecture Policy here:

[http://arch.ttu.edu/w/images/a/a8/Studio Culture Policy.pdf](http://arch.ttu.edu/w/images/a/a8/Studio_Culture_Policy.pdf)

Retention of Work:

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

Material + Software:

Note taking is, without a question, essential to student success in this course. Each day, students are required to bring with them the resources necessary to take sufficient notes in an organized manner. Included in lecture and lab sessions will be visual example of principles and buildings covered. Notes will best serve their takers when imbued with sketched of related examples, problems, and ideas. Students will also need to bring with them a calculator capable of the basic trigonometry functions. Cell phone or computer calculators or any other device with internet access will not be permitted for use during tests or quizzes.

An array of specific materials will be required for the successful completion of this course. Architecture is inherently about making and you should be prepared to commit the necessary resources of time and material in the completion of the work. This does not necessarily mean that exorbitant sums of money need to be spent. Consider options carefully to acquire materials in the most efficient and economical manner (for example group purchasing or online/discount vendors). An evolutionary list will be provided during the course of the semester.

Fundamental Values:

- Optimism - ensuring an expectation for a sustainable, healthy and better built environment and world.
- Respect - ensuring compliance with the TTU Statement of Ethical Principles which states that the University is "committed to the recognition of differences between individuals, the inherent dignity of all individuals, and the elimination of discrimination", we encourage an environment of mutual respect between and among our faculty, students, and staff, and a tolerate attitude for each individual's work, intellectual diversity, methods, differences, and recognition of the values of both theory and practice. Critical comments about another faculty's teaching pedagogy and assignments are not appropriate in the presence of students. Respect includes discretion when discussing other faculty members, especially with students.
- Sharing - encouraging a sharing and questioning of ideas and knowledge through collaboration and interdisciplinary environment between and among our students and faculty.
- Engagement - ensuring a commitment to and eager participation in the studio environment.
- Innovation - promoting innovative teaching and learning methods which enhance critical thinking and design skills within a studio setting. To maintain these values each of us must have a clear understanding about shared responsibilities.

Studio Etiquette:

Faculty and students should maintain an environment that is clean, quiet, and conducive to working individually and in teams, to listening to the instructor and to the other students, and to mutual respect

Time Management:

The college supports its students staff and faculty in leading balanced lives, Students are expected to work intelligently and efficiently, though not necessarily longer, in the studio. The college discourages staying up all night as counterproductive and unhealthy. Time management is included as a learning outcome in the freshmen introductory course “Design, Environment, and Society” and the enhancing of this skill should be encouraged throughout all the studio coursework.

Learning Assessment:

Learning outcomes, policies and assessment methods should be clearly stated in every syllabus. Students are urged to work with faculty to judge when work is substantially complete. Students are entitled to assessment and feedback throughout the semester as this is an integral part of the studio environment. Faculty members have the responsibility and the right to provide the criticism and assessment of each student’s work and, as such, it is not a violation of studio culture to do so.

Texas Tech University Statement of Ethical Principles:

“DO THE RIGHT THING” — Texas Tech University is committed to the values of mutual respect, cooperation and communication, creativity and innovation, community service and leadership, pursuit of excellence, public accountability, and diversity.

Cooperation and Communication:

Texas Tech University is committed to the promotion of professional relationships and open channels of communication among all individuals. The university will publish and disseminate in a timely manner its values, policies, procedures, and regulations, as well as any other information that is necessary to protect and educate all members of our community, We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom. While the free expression of views in orderly ways is encouraged, personal vilification of individuals has no place in the university environment.

Creativity and Innovation:

Texas Tech University is committed to ethical institutional programs that meet the teaching, research, and service, objectives of each discipline and department, to policies that are consistent with those objectives, and to a working and learning environment that encourages active participation. Such exemplary environments often challenging existing world views requiring trust in the process of discovery and the acceptance of uncertainty and ambiguity within ethical parameters. The university supports all of its members in life-long learning — and encourages creative and innovative means to achieve this goal through both opportunities and incentives.

Community Service and Leadership:

Texas Tech University is committed to ethical leadership practices at all levels and to our tradition of community service, both within the university community and in our relationships with the greater community. We strive for exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment. We strive to provide excellent service in a caring and friendly environment and encourage such involvement in the community by the faculty, students, staff, and administration.

Pursuit of Excellence:

Texas Tech University is committed to achieving excellence in all aspects of its community. We expect this in the expertise and performance of our faculty, staff, and administration, as well as the continuing education of our students. A high standard of professionalism, including opportunities for professional contact and continuous growth, is expected of our faculty, students, staff, and administrators. The university is committed to academic integrity and to the effective and just implementation of a system designed to preserve and protect it. The university intends to be a model of excellence, following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.

Public Accountability:

Texas Tech University is committed to transparency in governance, personal responsibility, and both individual and organizational integrity. Being responsible requires us to be thoughtful stewards of our resources — accountable and respectful to ourselves, to each other, and to the publics we serve. A sense of institutional and public responsibility requires careful reflection on one's ethical obligations and the duty to respect commitments and expectations by acknowledging the context and considering the consequences both intended and unintended, of any course of action. We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, administration, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise our procedures and values. When we make promises, we just keep those promises. We strive to do what is honest and ethical even if no one is watching us or compelling to "do the right thing".

Diversity:

Texas Tech University is committed to the inherent dignity of all individuals and the celebration of diversity. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies that ensure that all are welcome on the campus and are extended all of the privileges of academic life. We value its cultural and intellectual diversity because it enriches our lives and the community as a whole, promoting access, equity, and excellence.

Electronic Devices:

All students should update their eRaider accounts and check it every day for instructions or notifications of events. All electronic devices including telephones, radios, pagers, beepers, etc.

shall remain **disengaged** while in class. Should student expect to be interrupted by telephone or pager during class, they should inform the instructor at the beginning of class and may be permitted to leave the device 'ON' provided it is 'Silence Mode', and is answered outside the classroom with minimal class disruption. Instructor has the discretion to determine the severity of the penalty to the students Professional Development Grade for any occurrence otherwise.

Emergency Situations:

Evacuation must take place if audible and/or visible alarms are activated or any type of emergency occurs that endangers humans. Personnel should follow the evacuation path on the located adjacent to all exits, All students should regroup outside as directed by the instructor.

I have read and I understand the syllabus and the requirements it provides. I have been given the opportunity to ask questions concerning items that were unclear to me.

Signature

Date