

CENTER FOR UNLEARNING

UNIVERSITY OPERATIONS NOTICE

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. For course studios, we will use multiple platforms, including Blackboard, Microsoft Teams, Zoom, Miro, and OneDrive.

PRINCIPLES STATEMENT

Our operations continue to adapt to support the responses of Texas Tech University and to operate within a global pandemic.

1. Together we will move forward with steady and calm responses.
2. The humane option is the best option. We are going to prioritize supporting each other as humans, solutions that make sense for the most, and sharing resources and communicating clearly.
3. We cannot do the same things as before online. We will develop new patterns collectively for our work.
4. We will foster intellectual nourishment, social connection, and personal accommodation with accessible asynchronous content for diverse access, time zones, and contexts, coupled with synchronous discussion to learn together and overcome isolation.
5. We will remain agile and adjust to the ongoing situation. Everyone needs support and understanding in this unprecedented evolution.

Principles statement above reprinted with permission from the Land Arts 2020 Adaptation syllabus, originally inspired by Brandon L. Bayne, Associate Professor of Religious Studies at University of North Carolina, Chapel Hill published in "Interrupted Semester" by Beckie Supiano in the *The Chronicle of Higher Education*, 20 March 2020.

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This studio aims to cultivate empathy as an essential component of design through drawing, narrative, mapping, and exchange. Students will learn how to identify cultural and physical inaccessibility found in public spaces and, through their proposed structures, dislodge these normative modes of operation.

The Center for Unlearning will challenge the inequalities of a particular site through providing accessible knowledge, structures, and various forms of engagement.

Our method for 'unlearning' will overturn assumptions on authorship authority through an open framework of collaboration, dialogue, and exchange. We will engage other architecture students from multiple universities, such as Cal Poly San Luis Obispo in California. Discussions will align with themes on unlearning, narrative, and knowledge so we may become more aware of our own implicit biases and improve our design consequences.



Course Meetings

Hybrid Modality. Meeting Times: Monday/Wednesday/Friday, 1:00-4:50pm CST. Every other Friday course meets Face-to-Face (F2F) as outlined in the course schedule. Other F2F meetings may become available in accordance with TTU CoA meeting guidelines.

For the online studios, we will use multiple platforms, including Blackboard, Microsoft Teams, Zoom, and One Drive. Please see below and consult with your instructor for specifics.

1. All studio announcements: We will use Blackboard for official announcements. You should get emails regarding distribution of updated syllabus, schedule and instructions for new collaboration platforms, etc. via Blackboard.
2. Studio conversations/discussions: We will use Microsoft Teams for section level interaction. This is a platform where discussions and conversations can happen. You may leave questions as a post, share good resources with other students, etc. You should be online during studio time.
3. Real-time studio: We will use Zoom for video dialogs, critiques and interaction during our normal scheduled studio hours. You will be receiving an invitation to the Zoom link with instructions (with password to join the meeting).
4. Conceptboard or Miro: Use of either one of these to share a virtual wall space. Please consult with your section instructor for specifics.

5. Work submission: We will use OneDrive for submissions of deliverables. Each student should have access to their own folder (with your name) where you can submit files.

Student Learning Objectives

Upon the completion of the studio the student will present evidence of:

1. The ability to analyze architectural precedents and extrapolate precedent-specific architectural strategies to generate conceptual ideas.
2. The ability to identify, distinguish, and incorporate private and public activities into an architectural design solution.
3. The ability to develop and incorporate building operations that promote communal and sustainable values into an architectural design solution.
4. The demonstration of the applied knowledge gained through collateral courses in architectural technology, history-theory-criticism, and representation toward the development of critical and analytical skills serving the design process

Student Performance Objectives

Upon the completion of the studio the student will present evidence of:

1. The ability to analyze architectural precedents in order to draw meaningful architectural information regarding plan and section organization.
2. The ability to identify site context specific to a given building project and incorporate this information into an architectural design solution.
3. The ability to apply digital and analog design drawing and diagrams to communicate the programmatic needs, design solutions, constructability, and fabrication to others.
4. The ability to demonstrate the selection and application of the appropriate structural system in order to fulfill not only constructability but also design concept.
5. The ability to organize and manipulate the program towards an environmentally conscious design approach through analytical exercises.



Means of Evaluation:

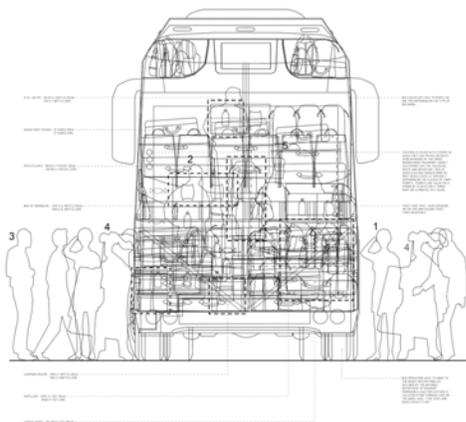
1. Deliverables, *subject to change -

- Wk 1 human figure research (text, images, links)
- Wk 2 human figure written summary, analysis drawing
- Wk 3 human figure as cultural figure, section & collage drawing
- Wk 4 Remixed culture hybrid drawing, *Full Remixing Analysis*
- Wk 5 Mapping Hidden Histories, civic narratives, drawing rotation 1
- Wk 6 Drawing rotation 2
- Wk 7 Drawing rotation 3
- Wk 8 **Studio Mid-Reviews**, review reflection, digital documentation
- Wk 9 structure proposal axonometric drawing exercises
- Wk 10 1/8" planometric drawing(s)
- Wk 11 1/8" section drawings, project precedent analysis
- Wk 12 1/8" section hybrid drawings
- Wk 13 all project content due
- Wk 14 representation refinement, written summary, presentation outline
- Wk 15 Final Reviews, Final Content Due
- Wk 16 Complete Digital Course Work Archive

2. Methods of Assessment: completion of deliverables in a timely manner, thoughtful engagement with critical questions regarding context, design criticism by individual instructors and assembled design juries, insightful inquiry or contribution to studio wide discussions, engaged participation.

Teaching Methods/Studio Methods:

Teaching methods for this section make use of inquisitive play to prompt the learner to explore limits and exhaust all possibilities. To reduce the notion of sacred ideas and self-conscious risk aversion I encourage conscientious failure, a process akin to Josef Albers's use of "controlled mistakes" to "promote progress" with his students at Black Mountain College. This practice of making then reflecting is to reinforce an understanding that every act of making is an opportunity to learn even if the thing that is made does not immediately satisfy moving a project "forward". Thus the made work, evident of one's design thinking, is essential in the learning assessment. Studio methods will incorporate: Cultural research, Space-form analysis, Object-event mapping, field observation narration, and modeling in Rhino.



Course Schedule

See attached course schedule on microsoft teams and miro channel

*These dates are subject to change at the discretion of the instructor and/or the College of Architecture.

Reference Texts

Ibram X. Kendi, [How to be an AntiRacist](#)

Bruno Latour, [Down to Earth: Politics in the New Climatic Regime](#)

Toni Morrison, [The House that Race Built](#)

Nikole Hannah-Jones, ["The 1619 Project,"](#) *The New York Times Magazine*

Abrahm Lustgarten, ["The Great Climate Migration,"](#) *The New York Times Magazine*

Mario Gooden, [Dark Space: Architecture, Representation, Black Identity](#)

Course Requirements

Design notebook to document evolving course lecture points, thoughts and progress (sketches, drawings, notes, writings, etc.) is required for each student. The notebook is crucial to reflective thinking and a vital record of key ideas and explorations embodied within final projects. The notebook must be available in class everyday.

Personal laptop computer used for course meetings, and work is required for each student. See the [college website](#) for minimum specifications. Technical difficulties, viruses, crashes, server and print bureau problems, or corrupted files will not be accepted as excuses for not producing assigned work. Back up all digital work regularly.

Software such as current Adobe Creative Cloud and three dimensional modeling tools are required and available from [eRaider.ttu.edu](#), Texas Technology Store or Creative Engine. Rhino, AutoCAD. Such software might be used to determine measurements, draft known conditions, test schematic ideas for case studies.

Drawing tools required for biweekly use per course schedule, at a minimum, include: architects scale or engineering scale; metal straight edge; roll of white or yellow trace paper; pencils; lead pointer and sharpener; water based colored pens and markers.

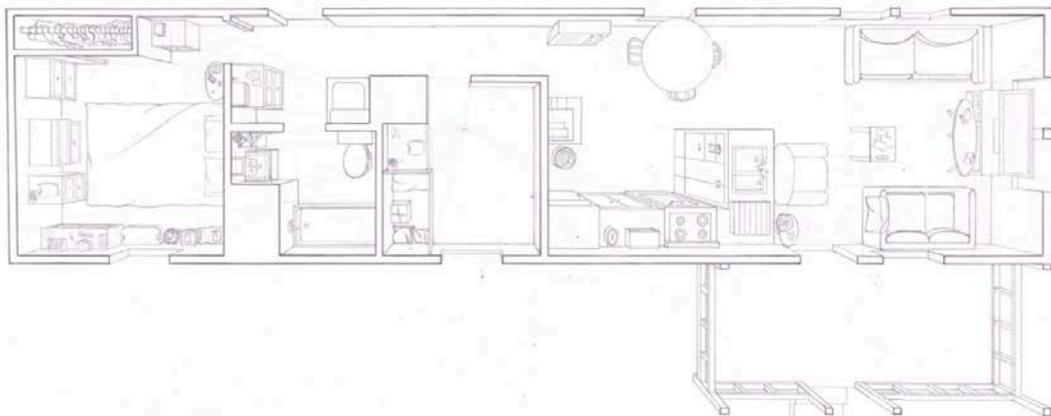


Figure 4. Hand drafted plan perspective of Mrs. Zee's trailer and her belongings. Student work by Henry Savoire.

Grading

20% / Remixing Human Figure
20% / Culture Mapping
10% / Mid-Semester Review
30% / Center for Unlearning
20% / Participation

Grades are defined as follows (http://arch.ttu.edu/Grade_Definitions/):

A - Superior/Excellent (90-100%) - Accurate and complete work that exceeds the level and requirements requested by the instructor. Consistently showing scholarly initiative, innovation, attempts, discrimination and discernment.

B - Above Average (80-89%) - Accurate and complete work meeting the requirements of the instructor, and exceeding the level requested in a few. Often showing scholarly initiative, innovation, attempts, discrimination and discernment.

C - Average (70-79%) - Accurate and complete work meeting the requirements of the instructor and requiring minimal corrections. Work satisfactory, but needs improvement. Inconsistently showing scholarly initiative, innovation, attempts, discrimination and discernment.

D - Unsatisfactory (60-69%) - Work that is often inaccurate or incomplete, not meeting the minimum requirements of the instructor. Rarely showing scholarly initiative, innovation, attempts, discrimination and discernment.

F - Unacceptable (0-59%) - work that is unacceptable therefore, not defined.

<https://www.depts.ttu.edu/opmanual/OP34.12.pdf>

Grading

Evaluation of student performance is based upon the ambition of daily studio progress *and* the resolution of final products presented during formal reviews. Final reviews are our exams. Persistent production and hard work are expected. Improvement and growth is essential. Instructors conduct expert reviews of overall student performance, relative to all students in the course, following major stages of the semester. Evaluations are based on years of experienced review of student work and are not negotiable. Evaluation are considered relative to **intention**, **development**, and **resolution** of each project on a 0-100 scale.

All work must be completed on time. Expect substantial grade reductions for late or incomplete work.

Projects are evaluated based upon the innovation of the Center for Unlearning proposal, the breath and depth of information in the Culture Mapping, and attentive extensive research and analysis for the Remixing Human Figure. Participation is evaluated according to contributions, engagement synchronous and asynchronously, and attendance in the course.

Grading will be based on individual performance and the products produced over the course of the term. Everything relative to the studio production is part of the process. Grading will follow the criteria of the college Grade Definitions and evaluations will be provided at the conclusion of each stage of the studio. Attendance is vital to success in this studio (be sure to review the Attendance Policy listed above).

Participation in lectures and events outside class are also required as vital to your education as an architect.

No extra credit is available in this course.

NAAB Criteria Met (use 2018 SPC's)

Attendance policy

Each student is allowed three unexcused absence. Each additional absence will cause a 2 point reduction from the final grade. All absences are considered unexcused except for absences due to religious observance, officially approved field trips, or per the illness-based absence policy below. Students are expected to comply with rules for reporting student illness requiring absence from class for more than one week. See University [Academic Regulations <https://catalog.ttu.edu/index.php>](https://catalog.ttu.edu/index.php)

Attendance is defined as full participation in all course activities, including lectures, presentations, in class work sessions, demonstrations, and discussions. Attendance requires students to have the necessary computer and supplies available for all actives (i.e.: computer, drawing materials, notebook). Tardiness (arriving between 15-30 minutes late, will be recorded as 1/2 an absence. Arriving after 30 minutes will be considered a full absence), leaving early, lack of participation, undivided attention, gaming, goofing around, and disruptive behavior will be recorded as an absence. Working on assignments from other classes is not allowed during class time.

II. 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. Seats will be marked as available and unavailable. 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. Please refer to the Guidebook distributed at the All School Meeting.

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.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures 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.

III. University Required Statements

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.

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]

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.

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/tpd/> (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.