



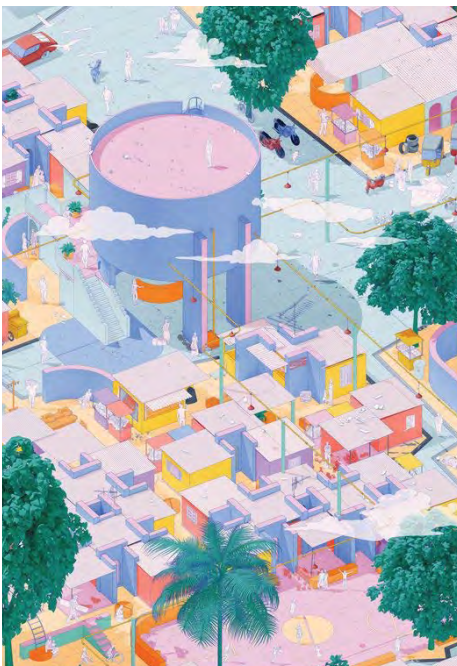
PlayGround 2020 by Elisandra Garcia

COVID Update: 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 online studios, we will use multiple platforms, including Blackboard, Zoom, Miro and One Drive. Please see below and consult with your instructor for specifics.

Playground Studio will focus on the relationship between play, architecture and landscape. Playground Studio will first investigate the definition of “happiness” in space and understand causes of anxiety and depression. The studio will then explore play, wonder and nature, as a possible spatial solution to host urban gardens and a children rescue center. This rescue center will focus on educational, therapeutic and recreational activities for children at risk of suspension or expulsion, or in need of behavioral therapy due to distress or psychological trauma. While the focus will be primarily on architecture for children; the program will be designed to integrate families, people of all color, religion, income and education levels. We will unfold the demographic layers of our context to understand the need for public and community driven buildings. Through a thorough investigation on social, cultural and historical identities, playground will take on the challenge of connecting the past with the future. This is a building, this is a garden, this is a playground.

Nature will serve as primary inspiration for conceptual and material development. With a heavy focus on graphic expression, our architectural projects will be speculative, but rigorous in their structural, material and conceptual definition. The focus is to allow children a natural space of wonder, adventure and education; while still inviting the inner child in each of us to learn something new about this ever changing world. Playground will also be home to a botanical garden that will be host to native flora.

By understanding the world from a child’s perspective, we will go through iterative design strategies that will explore body movements and our reaction to nature. Using botanical research, we will also combine architecture and horticulture to create healthy, clean, and playful public spaces in the context of Lubbock, Texas. In order to create a fun and healthy space for children, it is important that architecture considers all aspects of the child’s life: physical and emotional health, educational and recreational. It has been scientifically proven that children learn better in spaces in which they feel safe, connected and free. The expected deliverables include but are not limited to, rigorous research and data visualization, analog and digital art, architectural and experimental drawings, and a small short film at the end of the semester.



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PLAYGROUND Mini-Topical

College of Architecture TTU Fall 2020

PROMPT

Lubbock is host to multiple public institutions such universities, schools and churches. Lubbock is also home to more than 70 public parks, as recorded by the Department of Parks and Recreation. However, the city of Lubbock lacks urban density and therefore seems like a uniform yet fragmented city. But there are many invisible forces constantly affecting the city, the people and our environment. The demographic content of the city has greatly changed over the past decades and continues to change every day. The presence of the Southern border with Mexico brings an influence of hispanic culture and identity that is unique to the region. At the same time, the East Side community in Lubbock is home to an African American community that has been active in the fight against police brutality, institutionalized racism and violence. This city also has a large underground artist network that is tightly connected.

Through a simultaneous site analysis and conceptual development phase, the PlayGround studio will unreel the contextual layers of the history, sociology, culture, and ecology of the Lubbock, Texas area.

PlayGround will serve as a public urban botanical garden that hosts a Children's Rescue Center: which is a behavioral therapy and learning center for children in distress. This is not a school. This a holistic center that aims to heal the child through physical, emotional and psychological awareness, while making learning a fun activity. It is important that we normalize therapy as space that can be public, private and a catalyst for social growth.

Using the downtown Lubbock area as our site for intervention, our PlayGround will be the connective tissue between the urban and natural identity of the site. Its prestigious agricultural landscape has shaped every aspect of the city. PlayGround acknowledges that influence and will speculate in an semi-natural and semi-urban state of an in between architecture. The dialogue between the indoors, the outdoors and the in between are the key to a successful project.

Botanical gardens and arboretums differ from parks in that they are generally laid out according to the scientific relationships of their plant collections, rather than exclusively for landscape effect or for playing fields or other essentially recreational endeavors. You will research a collection of native flora to master plan into your botanical garden. However, the children center will also need to work in harmony with your chosen arrangement. It is important that they become one. The botanical gardens are to treat, through natural healing, symptoms of anxiety and depression, to both the children in therapy and daily visitors. This means the duality of public and private spaces is essential.

CHILDREN CENTER

INDOOR PROGRAM

- Reception / Lobby (< 1,000 SF)
- Individual Storage for Children (lockers 50)
- Library (4,000 SF)
 - Digital Archive
 - Analog Archive
- 10 workshop/creative arts spaces
 - Working tables
 - 2 sinks (1 must be ADA)
 - 1 storage closet
- 10 science laboratories
 - Working tables
 - 2 sinks (1 must be ADA)
 - 1 storage closet
- 2 kitchens
- 10 eating areas
 - 5 indoor
 - 5 outdoor
- 8 meditation areas
 - 4 indoor
 - 4 outdoor
- 4 unisex restrooms (at least 6 stalls per restroom)
 - Shared sinks

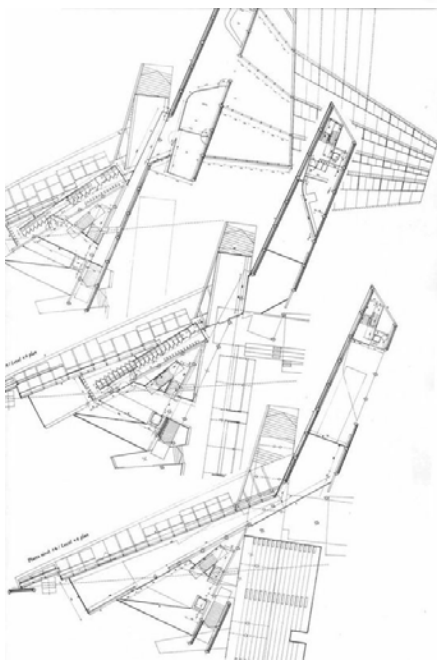
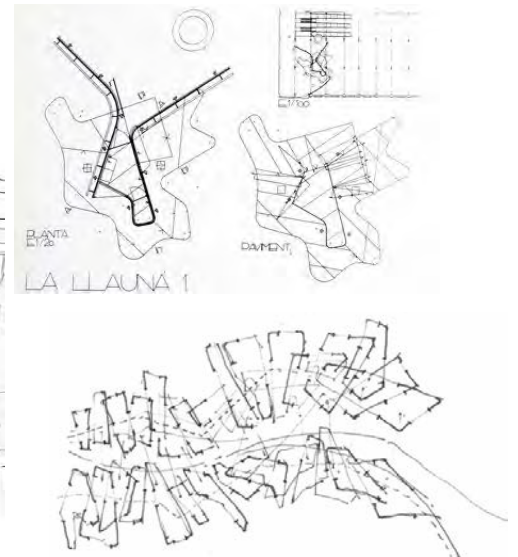
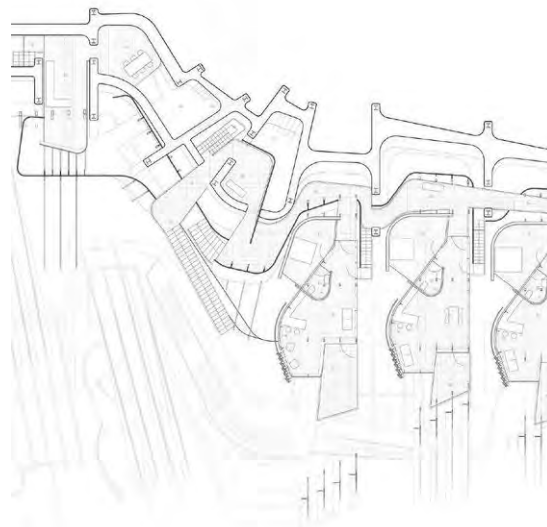
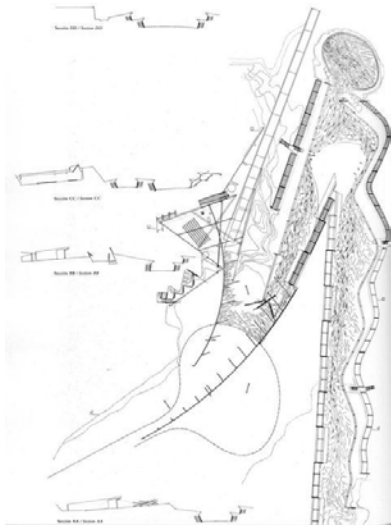
URBAN BOTANICAL GARDEN

OUTDOOR PROGRAM

- Walking/Running Trail
- Bike Lanes
- 50 - 100 tall trees + Shrubbery
- Selected Collection by student (research plants that belong together according to their scientific integrity)
- Amphitheater (300 people)
- Seating (benches/soft surfaces)
- Proposed PlayGround Structure (more details soon)

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
AUGUST 23	24	25	26	27	28	29
			Introductions + PLAYGROUND		10 Play Sketches (floor plan)	Digitize sketches
30	31	SEPTEMBER 1	2	3	4	5
	10 Play Diagrams (floor plan + section)		10 Play Diagrams (section) <i>Collage Lecture</i>		20 Diagram Compilation DUE <i>Site Visit - Site Model Distribution</i>	<i>Digital Site Model / Site Analysis</i>
6	7	8	9	10	11	12
<i>Digital Site Model</i>	Labor Day NO CLASS		Collage 01 / <i>Site Analysis</i>		Collage Corrections <i>Site Analysis</i>	<i>Digital Site Model</i>
13	14	15	16	17	18	19
<i>Digital Site Model</i>	PIN UP Final Collage 01 DUE		Programmatic Diagrams <i>Site Analysis</i>		Programmatic Diagrams <i>Site Analysis</i>	<i>Digital Site Model</i>
20	21	22	23	24	25	26
	Site Model + ANALYSIS DUE Site Plan 01		Site Plan + Ground Plan		Ground Plan	3D Massing Form Development
27	28	29		OCTOBER 1	2	3
3D Massing Form Development	Urban Axonometric				REVIEW 01	
4	5	6	7	8	9	10
	Structural Diagrams		Structural Diagrams		Digital Structural Model	
11	12	13	14	15	16	17
	Digital Structural Model		Digital Structural Model		PIN UP	
18	19	20	21	22	23	24
	Floor Plans + Sections		Floor Plans + Sections		Floor Plans + Sections	
25	26	27	28	29	30	31

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
NOVEMBER 1	2 REVIEW 02	3	11 Corrections and Development <i>Botanical Landscape</i>	5	6 Corrections and Development <i>Botanical Landscape</i>	7
8	9 Experimental Perspectives <i>Botanical Landscape</i>	10	11 <i>Narration for film</i>	12	13 Section Perspective	14
15	16 Final Floor Plans + Sections	17	18 Final Diagrammatic Series + Collage	19	20 Final Programmatic + Structural Diagrams	21
22	23 Final Urban Axonometric	24	25 Final Renderings	26	27 Final Renderings	28
29	30 Pens Down 5 pm	DECEMBER 1 FINAL REVIEW	2	3	4	5



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PLAYGROUND Mini-Topical

College of Architecture TTU Fall 2020

Catalogue Description

6 Semester Credit Hours. Prerequisite: ARCH 2504.

Builds on foundational skills through a series of complex constraints and contexts, while emphasizing social, cultural, or civic roles of architectural design.

Open only to architecture majors or to students having permission of the Dean.

Keywords/Topics

Precedent analysis; public/private; communal values; design process; buildings as public acts; city regulations; context

Meeting Times

Studios are scheduled to meet Monday, Wednesday, Friday from 1:00pm - 4:50 pm. At this time hybrid studios meet in person one day per week (Monday) and meet online twice a week. Online studios meet online three time a week during regularly scheduled hours.

For the online studios, we will use multiple platforms, including Blackboard, Zoom, Miro 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. 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.
5. The ability to comprehend structural concepts into the natural and urban environment.

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, constructibility, and fabrication to others.
4. The ability to demonstrate the selection and application of the appropriate structural system in order to fulfill not only constructibility 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 — Digital and analog drawings; physical/digital model of a structure on a chosen site; perspectival drawings, plans, elevations, sections; sketchbook.
2. Methods of Assessment — Completion of all deliverables in a timely manner, design criticism by individual instructors and assembled design juries; thoughtful engagement with critical questions regarding context.

Teaching Methods/Studio Methods

(please consult section specific methods)

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READING texts:

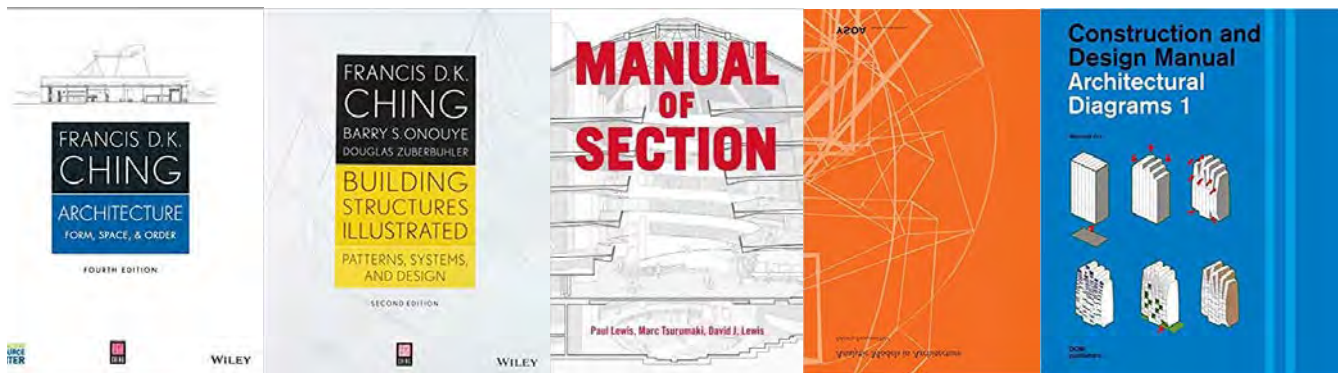
Required Readings:

- Colquhoun, Alan, *Typology and Design Method*, Perspecta, Vol. 12 (1969): 71-74.
- Evans, Robin, *The Projective Cast: Architecture and Its Three Geometries*, Cambridge, Massachusetts: MIT Press, 1995. (Introduction, pp xxv-xxxvii)
- Koolhaas, Rem, *Delirious New York*, New York: The Monacelli Press, 1944. (pp. 9-28; 152-160)
- Vidler, Anthony, "Diagrams of Diagrams: Architectural Abstraction and Modern Representation," Representations, No. 72 (Autumn, 2000): 1-20.
- Stan, Allen, *Diagrams Matter*.
- Sola de Morales, *The Culture of Description*.
- Tanizaki, *In Praise of Shadows*.

Reference Texts:

- Ching, Francis, *Architecture: Form, Space, and Order*, 4th Edition, New Jersey: John Wiley & Sons, Inc, 2015.
- Ching, Francis, *Architectural Graphics*, 6th Edition, New Jersey: John Wiley & Sons, Inc, 2015.
- Ching, Francis, *Building Structures Illustrated: Patterns, Systems, and Design*, 2nd Edition, New Jersey: John Wiley & Sons, Inc, 2014.
- Lewis, Paul, *Manual of the Section*, New York: Princeton Architectural Press, 2016
- Petit, Emmanuel, *Analytical Models in Architecture*, New Haven: Yale School of Architecture, 2015.
- Pallasmaa, Juhani, *The Thinking Hand: Existential and Embodied Wisdom in Architecture*. West Sussex: John Wiley & Sons, 2009.
- Pyo, Miyoung, *Architectural Diagrams 1: Construction and Design Manual*, Berlin : Dom Publishers, 2011.

Note: A copy of the Reference Texts will be on reserve in the ARCH Library.



STUDENT PERFORMANCE CRITERIA (NAAB):

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. Students 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.

A.2 Design Thinking Skills

Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two and three-dimensional design.

A.6 Use of Precedents

Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

Realm B: Building Practices, Technical Skills, and Knowledge

Graduates from NAAB - accredited programs must be able to comprehend the technical aspects of design , systems , and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered. Student learning aspirations for this realm include: Creating building designs with well - integrated systems. Comprehending constructibility. Integrating the principles of environmental stewardship. Conveying technical information accurately.

B.1 Pre-Design (In Coordination with Core HIST Arch Elective)

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

B.3 Codes and Regulations (In Coordination with Core HIST & Arch Elective)

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

B.4 Technical Documentation (In Coordination with Core HIST, Arch Elective & 3350)

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

B.5 Structural Systems (In Coordination with Core HIST, Arch Elective & 3350)

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

B.7 Building Envelope Systems and Assemblies (Introduction and in Coordination with Arch Elective & 3350)

Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Sketchbook

8.5 x 11 for large drawings, pocket sketchbook for note-taking and review

Computer

Students must possess and maintain their personal laptop computer for this class. A computer is required from the first day of class and must meet the minimum specifications outlined https://www.depts.ttu.edu/architecture/coa-resources/incoming/Computer_Requirements.php. Technical problems such as printing issues, server crashes, software incompatibilities, or machine failures are not acceptable excuses for not having required assignment material at the time it is due. It is HIGHLY recommended that you purchase an external hard drive to digitally backup your work on a regular basis throughout the semester.

Software

This studio will use: **Adobe Creative Cloud** which includes **Acrobat, Photoshop, Illustrator, Lightroom and InDesign** and may be rented with an student discount from Adobe at <https://www.adobe.com/creativecloud/buy/students.html?PID=7163141>

Rhino 6 for 2-d drafting and 3-d digital modeling which can be purchased with an educational discount at <https://www.rhino3d.com/store?audience=Educational>

These and more software programs are available on the computers in CoA's Computer Lab on the 9th Floor and is accessible to all students. Note that these have been limited due to COVID19.

The use of AutoCad 3D, Sketchup, or Revit is *not permitted* in this studio course.

Printing and Plotting

During this Fall 2020 semester most submissions for review will be digital. However, students may be asked to print their work for desk-critiques. Please allow at least one hour for printing to be executed. NO LAST minute RUSH printing. Prints will need to be picked up in the hallway on the 9th Floor. Consult the [CoA print Lab](#) for specifics.

Drawing and Model Making Tools and Materials

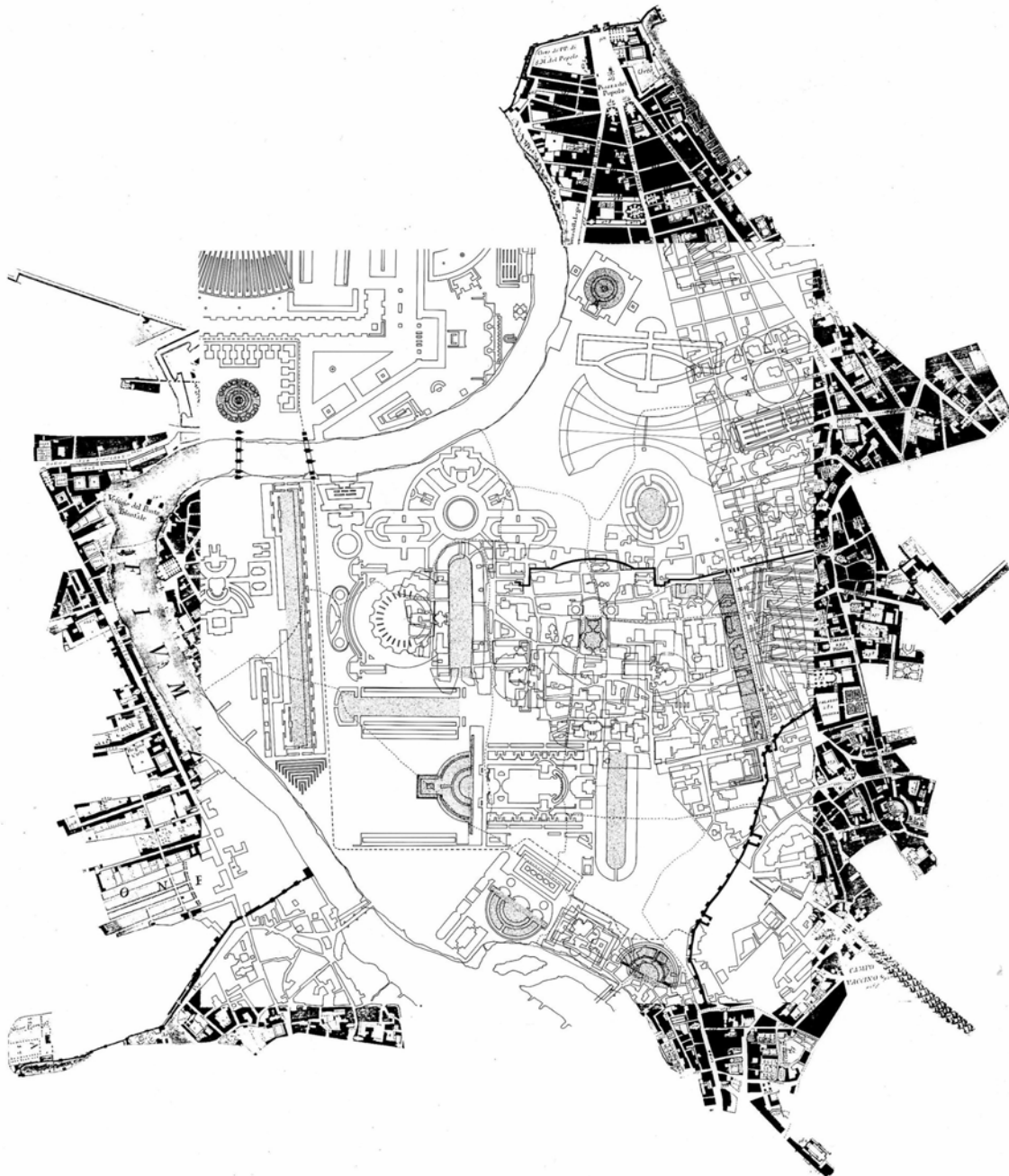
During this Fall 2020 semester most required models will be digital. Some studio instructors might request you to make physical models. Shop use this semester is restricted and is by instructors consent only. Students are expected to have at all times at their desk @ least a roll of tracing paper, a set of white sheets of paper; a set of mechanical pencils 0.5 or 0.7 mm HB_Black, and model making materials as needed. Studios may be heavy in physical model-making; you will need: a self-healing cutting mat, x-acto blade with #11 knives, Elmer's or tacky glue, a 24" metal edge ruler, architectural scale ruler, triangles, drafting tape and push-pins. You may be required to purchase additional model-making materials during the semester. The shop on the Courtyard level is a good venue to obtain some materials. Model making materials might include: vellum, bristol, acetate, chipboard, museum board, foam core, acrylic sheet, plastic, fabric, metal, piano wire, basswood, *mdf*, plywood, etc. DO NOT use Spray-Can PAINT, USE water-based paint. Please consult the [CoA shop Policy](#).

STUDIO ETHICS

The studio is the workplace of architecture. It needs to be cultivated as a space of intention, focus, and labor. It is not a place of recreation or recharge. The creation and maintenance of healthy studio culture is the responsibility of all members of the college community.

Therefore, it is important that everyone contributes to and follows a few basic rules at all times:

- Requests from anyone being inconvenienced or impeded from focusing on their work is always valid and must receive respectful responses in addressing/stopping any imposition.
- During class times there will be no digital communication, media display (not formally part of class), or mobile device use in the studio. Emergency communications should be addressed outside of studio space.
- No sound shall be broadcast throughout the studio – use personal headphones.
- Contribute a healthy and safe studio culture by properly disposing of trash and food waste – the studio is not a dining hall, use the student lounge or other spaces as needed.



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 in your studio 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 consult the Guidebook distributed at the All School Meeting for detailed information.

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.

UNIVERSITY and COLLEGE POLICIES

ACADEMIC REGULATIONS

Please consult the [Texas Tech University Undergraduate and Graduate Academic Catalog 2018-2019](#) and the [Texas Tech University Student Handbook](#) for information about dropping a course, reporting illness, absence due to religious observance and academic integrity.

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

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

"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

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 of Student Conduct](#), (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, 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, (24-hour hotline that provides support for survivors of sexual violence.) [The Risk, Intervention, Safety and Education \(RISE\) Office](#), 806-742-2110, (Provides a range of resources and support options focused on prevention education and student wellness.) [Texas Tech Police Department](#), 806-742-3931, (To report criminal activity that occurs on or near Texas Tech campus.)

Civility in the Classroom

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

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to maintain the highest standards of professionalism in all interactions with all constituents of the university. Consult [TTUs Statement of Ethical Principles](#).

LGBTQIA Support

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.

ATTENDANCE

The [CoA's Attendance Policy](#) states that students are responsible for attending all scheduled class meetings for the full class period. A total of four (4) absences is considered excessive, requiring the student to drop the course or receive a grade of "F" in compliance with drop deadlines. Arriving late or leaving early will be recorded as a partial absence. All absences are considered **unexcused** except absences due to religious observance or officially approved trips. Students are expected to comply with rules for reporting student illness requiring absence from class for more than one week or immediate family member deaths. See [Academic Regulations](#). **Attendance** is defined as full participation in all studio activities including group and individual critiques, lectures, presentations, demonstrations, discussions, in class assignments, and possible field trips. Attendance requires students to have the necessary tools and supplies available for all studio activities (i.e.: computer, drawing and modeling materials, and shop safety equipment). Excessive tardiness, leaving early, lack of participation, walking in and out, undivided attention, goofing around, and disruptive behavior will be recorded as an absence. Working on assignments from other classes is not allowed during class time.

GRADING (Please consult section specific grading criteria)

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 are essential.

The general criteria will consider the following: strength of idea, articulation and development, process, technical competency, clarity, craft, clear architectural position as communicated in words/models/drawings, passion, commitment, dedication and rigorous work ethic.

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. Phase evaluation will be determined by an average scoring (from 0-100%) of:

- **Intention – clarity and strength of concept**
- **Development – persistence of effort and evolution**
- **Representation – refinement of craft and communication**

Participation is defined as completed work, delivering work on time, attendance record, professional behavior, studio dialogue, and time given to iterative development—**rigor!**

Note: All requirements and deadlines must be completed in a timely manner. Extensions to due dates will not be granted. Expect a substantial reduction of your grade for late or incomplete work and failure to present during the scheduled reviews (see schedule). A grade of 'C' or above is required to pass this course.

Grades are defined as follows:

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.

This is a rigorous and intensive studio section. Please consider that before committing.