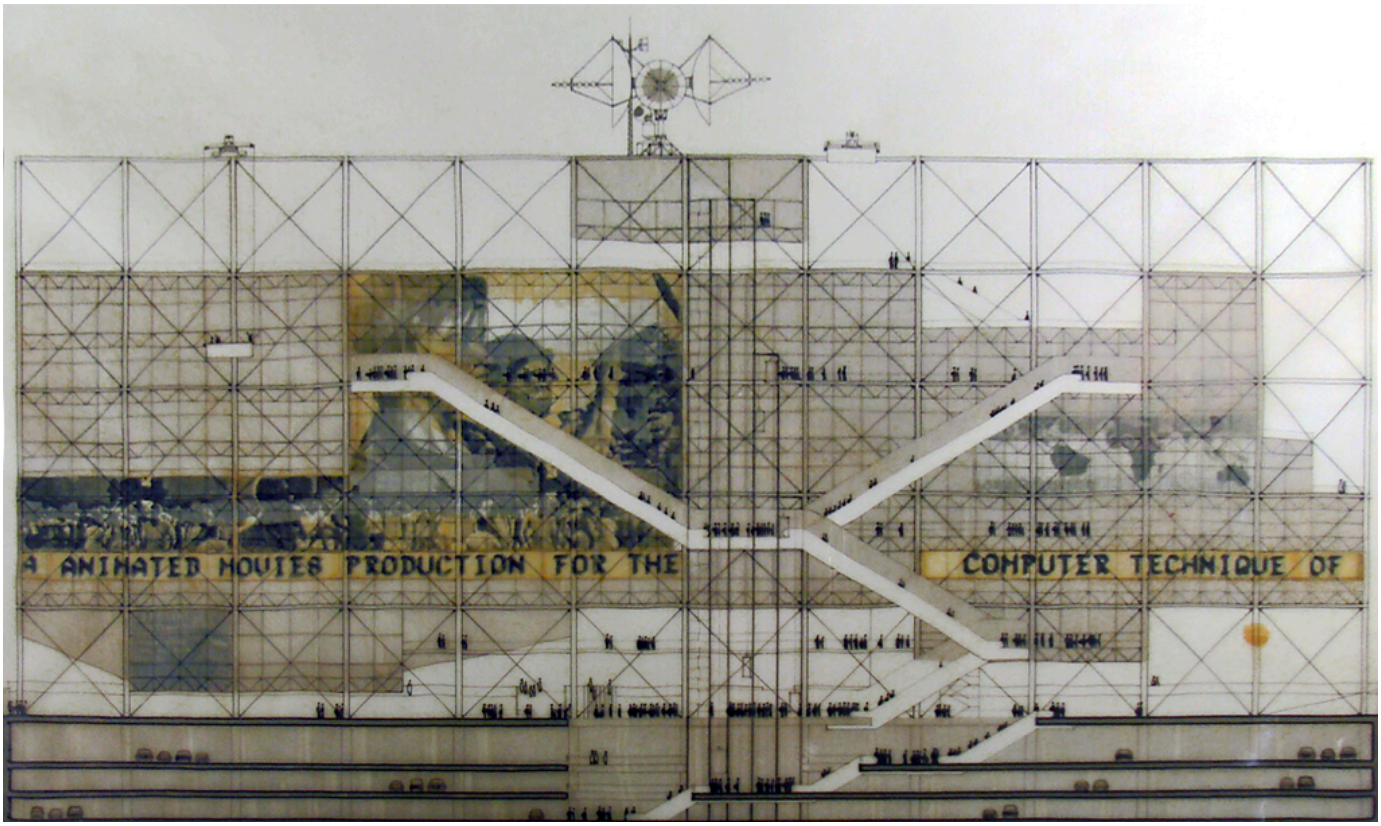
SOCIAL and TECTONIC TRANSPARENCY
LUBBOCK DOWNTOWN ATHLETIC CLUB

ARCH 3601: Architecture Design V
College of Architecture
Texas Tech University
Fall 2021

Meeting Times
Monday, Wednesday, and Friday 1:00 pm - 4:50 pm

Studio Section Instructors
ARCH 3601-390: Robert Perl, Associate Professor @ CoA 701
ARCH 3601-391: Terah Maher, Senior Lecturer @ CoA 702
ARCH 3601-392: Zahra Safaverdi, Assistant Professor @ CoA 703
ARCH 3601-393: Dalia Munenzon, Lecturer @ CoA 704
ARCH 3601-395: Christi Wier, Lecturer @ CoA 707
ARCH 3601-D30: Guillermo Barajas, Instructor (online)
ARCH 3601-D31: Noemie Despland (online)
ARCH 3601-400: David Driskill, Associate Professor @ Urban Tech (off campus)
ARCH 3601-396: Hendrika Buelinckx, Associate Professor, Coordinator @ CoA 711



Renzo Piano and Richard Rogers. Centre Pompidou. Paris
1971-77

CATALOGUE DESCRIPTION

ARCH 3601 - Architectural Design Studio V.
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. 6 Semester Credit Hours | Prerequisite: ARCH 2504.

COURSE DESCRIPTION / STUDIO BRIEF

ARCH 3601_Architecture Design V focuses on developing the ability and understanding of students to design a project in response to programmatic and contextual constraints while maintaining a cohesive design concept and strategy derived from an architectural precedent.
The analysis of an iconic public building of the postmodern era will provide the framework against which to evaluate potential design solutions based on foundational disciplinary ideas, theoretical lines of thought, and mainstream typologies.

Architectural Design V projects will build upon the students' previously acquired skills in architectural representation, spatial composition, and tectonic articulation; yet, they will challenge the students' ability to resolve a program of greater complexity and establish relationships between the building and its urban environment. The *Lubbock's Athletic Center* provides an opportunity for students to explore the relationships between the body, its movements during athletic exercises, and the spaces that accommodate these practices. The preset sizes of the programmed activities in the *Athletic Center* will challenge students to resolve the spatial ordering of unlike volumes in both plan and section. The various volumetric space requirements and movement patterns inherent to these activities will engage the students to design beyond purely functional solutions and consider architectural propositions from both the inside-out and from the outside-in.

Keywords/Topics
Precedent analysis; public/private spheres; communal values; design process; buildings as public acts; city regulations; site, context and environmental considerations.

Student Learning Objectives
1. To develop the ability to analyze architectural precedents and extrapolate precedent-specific architectural strategies to generate conceptual ideas.
2. To develop the ability to identify, separate, and incorporate private versus public activities into an architectural design solution.
3. To develop the ability to invent and incorporate building operations that promote communal and sustainable values into an architectural design solution.
4. To demonstrate how the knowledge gained in collateral courses, such as architectural technology, history-theory-criticism, and representation, may be applied to develop critical and analytical skills that serve the design process.

Student Performance Objectives
1. The ability to address specific urban site conditions into cogent architectural solutions within the design of the building.
2. The ability to analyze a complex programming brief and to design appropriate spatial systems to accommodate them.
3. The understanding of the internal organization of a building and how it effects the public sphere.
4. The ability to select the structural system and tectonically articulate a public building.

SEMESTER SCHEDULE (see also detailed schedule)

8.23	M	All school meeting 1.00 – 3.15 pm @ CoA Gallery or Virtual Individual Section meeting 3.30 – 4.50 pm @ design studios on CoA 7thFloor or virtual.
8.25	**W**	**All studio sections intro to Syllabus, Schedule, Logistics & intro to Phase 1: Precedent Analysis 1.00 – 2.30pm Gallery**
9.06	*M*	*HOLIDAY-Labor Day*
9.03	F	All studio walk-through 1 **review Phase 1 & intro to Phase 2: *Program Analysis***
9.10	F	All studio walk-through 2
9.17	F	**review Phase 2 l intro to Phase 3: *Site Analysis***
9.20	M	All studios field trip to Project Site
9.24	F	All studios walk-through 3
10.01	F	All studios walk-through 4
10.08	**F**	**CoA-3rd Year Midterm Review** **Cumulative review Phase 1, 2, 3 and Preliminary Design Proposal**
10.11	**M**	**intro to Phase 4: *Tectonic Articulation of Project***
10.15	F	All studios walk-through 5
10.22	F	All studios walk-through 6
10.29	F	**Phase 4 Mid-Project Review**
11.05	F	All studios walk-through 7
11.17	**W**	**CoA-3rd Year Final Review** **Cumulative semester review**
11.24/26		*Holidays-Thanksgiving*
12.01	**W**	**CoA-Super Jury**

COORDINATION WITH OTHER COURSES Fall 3rd Year

- **ARCH 3350: Architectural Technology III** : ***Assemblies***
  Prerequisite: ARCH 2355. Study of structures with emphasis on capacities/actions/statics and equilibrium. Analysis of structural behavior: material/assemblies/joints. Introduction to structures codes.

- **ARCH 3314: Arch Elective – Contemporary Issues**
  Contemporary issues in architectural theory and history utilizing precedents from early 20th century to present. May be repeated for credit. (CL)

Design Approach

Throughout the semester, students will be challenged to study and analyze the project's program requirements and contextual constraints. Each student will be challenged to prioritize and resolve the inherent tensions between these requirements that architecture must address. Diagramming, drawing and model-making are primary skills and techniques to elicit, transform, and compose various concepts into a new design synthesis.

This studio will develop a design proposal for *Lubbock's Athletic Club* over the entire 13-week course through three structured design phases:

Phase 1. Precedent Analysis (2 weeks)
The **precedent analysis** asks that each student studies an iconic architectural project with a public program through a series of analytical models that explore the building's setting, its spatial composition, its circulation patterns, its structure, its skin, etc. Each analytic model will elicit and express an underlying organizational principle from the precedent that may not be readily apparent from a mere superficial reading.

Phase 2. Program analysis (2 weeks) asks that each student collects documentation for each of the given program activities of the *Athletic Center* through drawings and models in order to understand the programmatic requirements in both plan and sections. In addition, each student will develop a massing and circulation model that extracts and implements the concepts of the precedent models towards their preliminary proposal for the *Athletic Center*.

Phase 3: Site Analysis (3 weeks)
The goal of this phase is to challenge our preconceived notions of public places and the city through detailed observation and exploration. The project site is located at the edge of Downtown Lubbock along both major historical and modern thoroughfares. During this phase, students will investigate the social, cultural and environmental context and document their findings through photography, surveying, and mapping. The aim of scrutinizing the latent spatial and temporal qualities of the site should lead to envision opportunities and possibilities for architecture to serve as a catalyst for urban intervention.

Each student will develop diagrammatic interpretations of the site overlaid on plans and sections drawn to scale from analog and digital measurements. These diagrams should focus on both the natural and the human-made environmental aspects such as the history, land-use, building typology, circulation patterns, the vegetation, the sun-paths, predominant wind directions, watersheds, infrastructure, etc. While gaining knowledge about the site, students should continue to develop and evaluate the feasibility of their preliminary architectural concepts and strategies developed during Phase 1 and Phase 2. Phase 3 will conclude with a presentation of each student's project concept that synthesizes the requirements of the precedent, the program and the site analyses and provide a cohesive spatial ordering strategy to be developed further during Phase 4.

Phase 4: Spatial & Tectonic Synthesis (2+4=6 weeks)
Through drawings and models of increasing scale, students will further define and articulate their architectural proposals in line with their chosen conceptual framework. During this phase, the projects will need to address the building's materiality and tectonic expression without sacrificing the conceptual clarity derived from earlier phases.

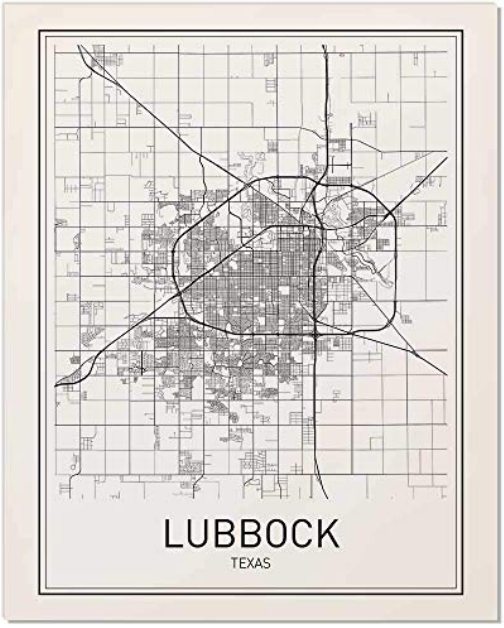
For both the Midterm and the Final reviews, each student is expected to produce a full set of architectural representations—*diagrams, drawings, models in both* digital and analog form—that communicate their project in a rigorous and concise manner.

Program
The design proposal for *Lubbock's Athletic Center* will provide both indoor and outdoor spaces that facilitate both specifically prescribed and other flexible uses.

The program for *Lubbock's Athletic Center* includes a swimming pool, a basketball court, two racquetball courts, a dance/yoga studio, two outdoor tennis courts, a short track (1/12 mile), several exercise and weight rooms, locker rooms, staff offices, vestibules and public circulation and gathering spaces. Each student will be responsible for developing a design strategy at the scale of the site and the building (in both plan and section) that address the adjacencies, arrangement, and sequencing of these programmatic requirements. Additionally, students will begin to understand and describe the indoor qualities of each space and how the building and the outdoor spaces dialogue with its urban siting/setting.

Site
The project will be located along major historical and contemporary thoroughfares at the edge of Downtown Lubbock. While growth and development in Lubbock in the last quarter century has focused on a south-westerly expansion into the farmlands beyond the loop, there is renewed interest to revitalize and re-densify Lubbock's urban core which is in line with urban planning strategies across the country. With the planned construction of performing arts venues, office spaces, hotels and conference centers; the downtown area stands to benefit from new public athletic center as an asset for downtown's diverse local community.

Since the postmodern era, architecture can no longer be thought of as an isolated object, or an object *an sich*, but needs to consider a building as a catalyst of community making and an extension of one's experience in the public realm. City of Lubbock Parks and Recreation currently operates six community centers in parks across Lubbock. This new athletic center will expand the park's network into Lubbock's urban core. Viewing the building as a catalyst, the students will seek to explore how building massing, tectonic transparency, and outdoor programming can be utilized to activate the street and the urban network within the city.



Deliverables (Need to be uniform across all sections Specifics are open to suggestion)

Each student is required to format, layout, print, and post on the MIRO board (follow instructor directions) their work prior to each studio meeting. All work should be posted on the All Section Miro board at noon prior to each All Section Walk-through on Friday's.
Layouts should take into account standard page sizes such as 8.5x11", 11x17", 24x36", 36x48", etc. Architectural standard drawing and model scales will be used: such as 1/32"= 1'-0", 1/16"=1'-0", 1/8"=1'-0" and 1/4"=1'-0.

Criticism of each student's design proposal during each class session, pinup, and formal review will be the primary methods of assessment for this course. Each phase has its particular set of deliverables to be produced by each student individually. Each set of deliverables should clearly and rigorously communicate your design proposal as a set of diagrams, drawings, and/or models (analog and digital). Specific production specifications and documents will be required at the completion of each phase. Details will be determined by section with the minimum to include:

Deliverables for Phase 1. Precedent Analysis
- Project documentation
- Analytical Diagrams
- 2 Analytical models of precedent study (1 study model and 1 final)

Deliverables for Phase 2. Program Analysis
- 1/16"=1'-0" scale drawings of each program element in plan and section
- 1/16"=1'-0" scale models of recreation program volumes organized in response to analytical precedent model (2 study models and 1 final)
- 2 Analytical models of precedent study (1 study model and 1 final)
- 500 word written statement on design approach synthesizing precedent analysis and on its relevance in the generation of program model

Deliverables for Phase 3. Site Analysis
- 1/16"=1'-0" Site Plan
- 1/16"=1'-0" Floor Plans
- Site Diagrams (such as pedestrian circulation, vehicular circulation, public transit, solar paths, climate, building massing, and response to site, etc.)
- 1/16"=1'-0" Street Elevation of site in urban context
- 1/16"=1'-0" Building massing model in site (2 study models and 1 final)

Deliverables for Phase 4. Spatial & Tectonic Synthesis
- All study models from Phases 1, 2, and 3
- Diagrams clearly communicating building concept and urban setting
- 1/16"=1'-0" Site Plan and Section
- 1/8"=1'-0" Floor Plans
- 1/8"=1'-0" Building Sections (at least 2)
- 1/8"=1'-0" Building Elevations (at least 2)
- 1/8"=1'-0" Building Model in Site
- 1/4"=1'-0" Section Model
- 2 Story boards with Perspectives
- Axonometric

Reading List: [Additional Readings will be given]

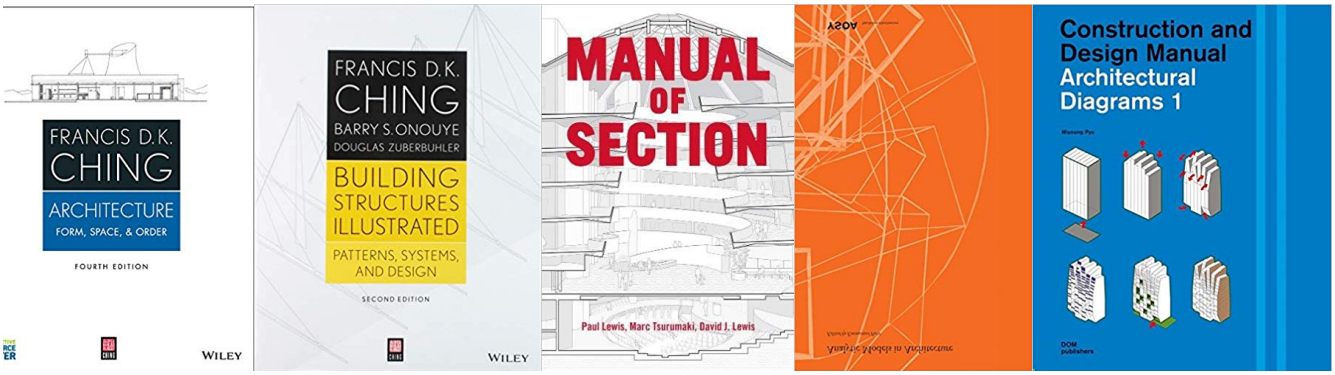
Required Readings:

- 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.

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.
- Pyo, Miyoung, Architectural Diagrams 1: Construction and Design Manual, Berlin : Dom Publishers, 2011.

Note: Readings will be on reserve in the ARCH Library and be made digitally available if permitted.



2020 NAAB Criteria

VALUES (V) _ Shared Values of the Discipline and Profession
The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

V.1 Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

V.3 Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

PROGRAM CRITERIA (PC)
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.2 Design
—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

PC.8 Social Equity and Inclusion
—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

STUDENT CRITERIA (SC): Student Learning Objectives and Outcomes
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment (Understanding)
—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

SC.5 Design Synthesis (Ability)
—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

REQUIRED STUDIO SUPPLIES

Sketchbook
Specifics to be determined by instructor.

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 at http://arch.ttu.edu/Computer_Requirement. 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 7** for 2-d drafting and 3-d digital modeling which can be purchased with an educational discount at http://www.creationengine.com/html/p.lasso?p=19802 or at https://www.rhino3d.com/store?audience=Educational

- **Microsoft Office 365** which is free for students. Download and install suite from https://www.depts.ttu.edu/itts/software/

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

Printing and Plotting
Students will be asked to print their work regularly for desk-critiques and reviews. Students should expect to spend an average of $250 on printing over the course of the semester. This cost will vary per student. The Arch Library on the 9th floor also provide printing (please do not change paper in these printers).

Drawing and Model Making Tools and Materials
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. This studio will 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 a box of clear **push-pins**.
No material may be attached to the wooden surfaces in the studio.
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 !!! NOT in the building, NOT on campus, NOR off campus. DO USE water-based paint only. Please consult the CoA shop Policy.

COVID-19 INFORMATION

Face Covering Policy: As of May 19, 2021, face coverings are now optional in TTU facilities and classrooms, and all other COVID-19 campus protocols have been lifted. It is highly recommended that those who have not been vaccinated for COVID-19 wear face coverings to help prevent the spread of the virus.

Seating Charts and Social Distancing: There is no longer a mandated social distancing protocol for classroom seating, but diligence is encouraged when indoors and not wearing masks. A seating chart might be used in the classroom to facilitate attendance, class interactions and other in-class engagement activities.

Illness-Based Absence Policy:
[Instructors of Record may revert to their pre-pandemic absence policies regarding illnesses but take into consideration the variant effects of COVID-19 on people when students report absence due to the virus (e.g., some may need extended days of absences and time to make up missed work).]

In-Person Office Hours: [IoRs may provide their own statement here with provision that masks are optional but social distancing may be expected.]

Personal Hygiene: We all should continue to practice frequent hand washing, use hand sanitizers after touching high-touch points (e.g., door handles, shared keyboards, etc.), and cover faces when coughing or sneezing.

Potential Changes: The University will follow CDC, State, and TTU System guidelines in continuing to manage the campus implications of COVID-19. Any changes affecting class policies or delivery modality will be in accordance with those guidelines and announced as soon as possible.

ACADEMIC REGULATIONS

Please consult the Texas Tech University Undergraduate and Graduate Academic Catalog 2021-2022 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, 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, (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 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 Policy
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. In addition, working on assignments from other classes is **not** allowed during class time.

Retention of Work
I give the College of Architecture and Texas Tech University, and/or Texas Tech University System (herein, "Texas Tech") the absolute right and unrestricted permission to collect, use, publish, reproduce, edit, exhibit, project, display and/or copyright work created by me during the course of my education at Texas Tech, through any form (print, digital, physical model, broadcast or otherwise) at any campus or elsewhere, for art, advertising, future accreditation, visiting committees, recruitment, marketing, fund raising, publicity, archival or any other lawful purpose.

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 are essential.
The general criteria will consider the following:

(1) strength of idea;
(2) articulation and development; process
(3) technical competency, clarity, and craft;
(4) clear architectural position as communicated in words/models/graphics
(5) 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. Evaluations are considered relative to intention, development, and resolution of each project on a 0-100 scale.

Project weighting for the semester will be:

15% / Phase 1
15% / Phase 2
20% / Phase 3
40% / Phase 4
10% / Participation

Participation is defined as complete work, delivering work on time, attendance record, professional behavior, studio dialogue, and time given to iterative development.
Note: All assignments 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.

Attendance to all lectures of the CoA's Fall 2021 lecture series is mandatory and will be considered in the participation grade.

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.

Richard Meyer-Arp Museum

week	day	date		lectures
1	M	08|23	1	All School Meeting _1.20-3.00 pm @ CoA Gallery Individual Section –
I				**PHASE 1. Precedent Analysis** ***Phase 1_Precedent Analysis Issued***
	W	08|25	2	All Studios Meeting_1.00-2.30 pm @ CoA gallery_Syllabus, Schedule, and Logistics
	F	08|27	3	
2	M	08|30	4	studio
	W	09|01	5	studio
	F	09|03	6	Walk-Through 1.
II				**PHASE 2. Program Analysis** ***Phase 2_Program Analysis Issued***
3	M	09|06		*HOLIDAY-Labor Day*
	W	09|08	7	studio
	F	09|10	8	Walk-Through 2.
4	M	09|13	9	studio
	W	09|15	10	studio
	F	09|17	11	**Review**
III				**PHASE 3. Site Analysis** ***Phase 3 _Site Analysis Issued***
5	M	09|20	12	Studio field trip site visit
	W	09|22	13	studio
	F	09|24	14	Walk-Through 3.
6	M	09|27	15	studio
	W	09|29	16	studio
	F	10|01	17	Walk-Through 4.
7	M	10|04	18	studio
	W	10|06	19	studio
	F	**10|08**	**20**	***CoA_Third year MIDterm REVIEWs***
IV				**PHASE 4. Spatial & Tectonic Synthesis** ***Phase 4 _Project Issued***
8	M	10|11	21	studio
	W	10|13	22	studio
	F	10|15	23	Walk-Through 5.
9	M	10|18	24	studio
	W	10|20	25	studio
	F	10|22	26	Walk-Through 6.
10	M	10|25	27	studio
	W	10|27	28	studio
	F	10|29	29	***Phase 4 _MID-Project REVIEW***
11	M	11|01	30	studio
	W	11|03	31	studio
	F	11|05	32	Walk-Through 7.

12	M	11|08	33	studio
	W	11|10	34	studio
	F	11|12	35	studio
13	M	11|15	36	studio
	W	**11|17**	**37**	***CoA_Third year FINAL REVIEWS***
	F	11|19		Project Documentation
14	M	11|22		Project Documentation
	W	11|24		*HOLIDAY- Thanksgiving*
	F	11|26		*HOLIDAY- Thanksgiving*
15	M	11|29		Project Documentation
	W	12|01		*Last Day of Classes* ***CoA_ SUPER JURY***
	F	12|03		*Final Exams December 3-8*
16	F	12|10		*Commencement December 10-11*