

ARCH 4601-392 Architectural Design Studio VII
College of Architecture, Texas Tech University
Fall 2021

Instructor:

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V. McReynolds, "Cotton Frames" . 2017

MONUMENTS ON THE LLANO ESTACADO:
Bison, Seed, Soil, Oil, Grain, Cotton

When we were upon the high table-land, a view presented itself as boundless as the ocean. Not a tree, shrub, or any other object, either animate or inanimate, relieved the dreary monotony of the prospect; it was a vast-ilimitable expanse of desert prairie ... the great Sahara of North America. It is a region almost as vast and trackless as the ocean -- a land where no man, either savage or civilized permanently abides ... a treeless, desolate waste of uninhabitable solitude, which always has been, and must continue uninhabited forever.

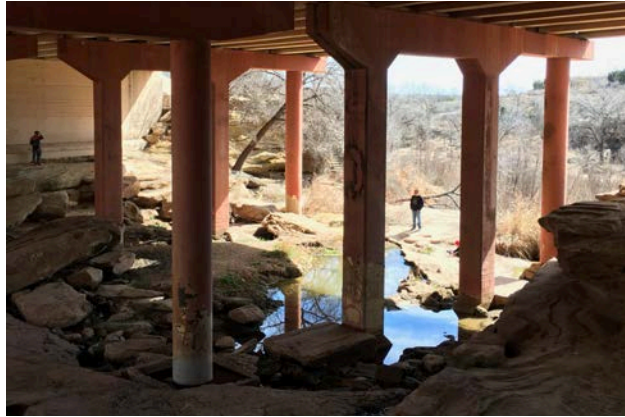
General Randolph Marcy, US Army, 1852

Catalog Information

ARCH 4601 - 392. 3 undergraduate credits. CRN: 41700

Architecture Design Studio VII . Fall 2021

Face-to-Face Modality. Meeting Times: Mon, Wed, Fri, 1:00-4:50 pm CT.



Victoria McReynolds, "The Human Zoo". 2018

Catalog Description

Prerequisite: Arch 3602. Provides instructional in advanced architectural design projects. Students develop integrated design skills negotiating the complex issues of program, site, and form in a specific cultural context. Integrates aspects of architectural theory, building technology, and computation into the design process.

Course Description

Arch 4601 is part of a wider course coordination that focuses on synthesizing contexts, conditions, systems, materials, and users to develop a variety of concepts and techniques in sustainable architecture. We will utilize the two primary driving themes, integrate and sustain, to develop a sensibility towards architecture within the region of the Llano Estacado.

Expanding from ethos inherent to the Land Arts Program, this studio considers architecture as monument to the six defining economic engines of the South Central Semi-arid "High Plains" Prairie. Students will design a *Llano Estacado Observatory*, focusing on one of the essential regional resources: bison, seed, soil, oil, grain, and cotton. We will thoughtfully re-imagine structures that dial visitors' awareness towards sub-ground, ground, on-ground, and above-ground conditions. The design will accommodate program such as: common space, gallery, offices, conference room, and machine rooms. Simultaneously taking caution to avoid solutions of "the most imposing monuments" as assigned by Reyner Banham in 1982 to the classical grain elevators.

Engines

Settlements dating back thousands of years sustained life on the Llano Estacado through various life-engines. "Hunter-gathers, from Clovis to Protohistoric peoples, the Apache and Comanche nations, and the founding of modern [counties] are each a part of the history" relying upon resources such as, bison, seed, soil, oil, grain, and cotton. Each resource exists or existed

within a system of natural and constructed relationships. Research will be conducted to document those components and give evidence to their role within this larger landscape.

Llano Estacado

The turn of the nineteenth century saw the expansion of the train system across West Texas and the advent of windmills with water pumps - agriculture and industry grew at an exponential rate. The Homestead Act and land ownership further assisted in the belief of the American Manifest Destiny and husbandry of this landscape. Prior to rain-measurement and arid classification the Llano Estacado was often described as a desert. The burning sun, tree-less terrain, absence of surface water, and un-interrupted horizon recalls the memory of a desert landscape.

Ecologically the Llano Estacado is recognized as the High Plains of the South Central Semi-arid prairie by United States, Canada, and Mexico. This slightly isolated terrain is bounded by the Canadian River to the North, the edge of the shelf to the West, and Pecos River to the East, positioned as the southernmost area of an ecological island that stretches into Wyoming and Nebraska. Geographically the Ogallala Aquifer, largest underground water source in North America, exists below cultivated the surface providing the primary water source for the area industry. Topographically the Llano Estacado slopes ever so slightly Southeast at a rate of ten feet per mile. The vast horizontal terrain acts as a stage prolonging the typical fleeting events of sunrise and sunset.

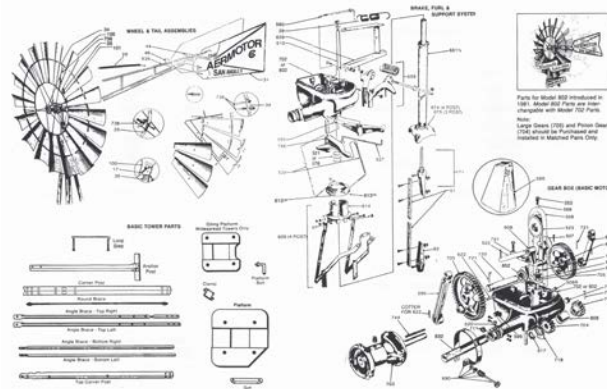
Climatically extreme weather is a common occurrence on the Llano Estacado. Continental weather patterns converge often spawning larger storm fronts that move Northeast towards the Atlantic. Strong thunderstorms recharge the playas, dust storms relocate top soil hundreds of miles (i.e. Haboobs), blowing dirt sand-blasting surfaces, hail deforms the ground plane, and ice forms large sheets coating the shallow terrain.



Program

*adapted with permission from Professor Beneytez Duran Fall 2017 TTU CoA Design Studio

The project will attempt to define ‘The Llano Estacado Observatory’ as an institution that manages one of the six engines. The Observatory will be a place to discuss and represent the resource management and its forms of use and exploitation. The building will be a public space located at Lubbock Lake Landmark, just north of the TX-289 Loop in West Texas. The Observatory will provide a gallery to exhibit the topo-critical, utopian and dystopian representations, offices for investigators and artists, political discussion, lecture room, administration, cafeteria, restrooms, mechanical and electrical systems, parking and public spaces. A building of the three to four floors and 10,000 to 20,000 sq.ft. We will make use of expertise found in the institutions of our university and beyond. On going coordination of discussions, visits, and meetings will take place throughout the semester.



Course Platforms

We will use multiple platforms to compliment our face-to-face course modality, including Blackboard, Microsoft Teams, Zoom, One Drive, and MIRO.

1. Course announcements: We will use Microsoft Teams for significant announcements. A general post is made to Blackboard directing you to the MS Teams channel. Grades and attendance will be posted to Blackboard
2. Conversations/discussions: In addition to discussions occurring in the studio space, we will use Microsoft Teams and MIRO board for synchronous and asynchronous interaction. This is a place where discussions and conversations can continue outside of our physical studio space. You may leave questions as a post, share good resources with other students.
3. Course meetings: We meet face-to-face at the times posted above. In the circumstance you need to isolate or quarantine we will use Zoom and MIRO board for video dialogs, working concurrent to our normal scheduled studio hours. Refer to the MS Teams channel for the Zoom link with instructions (with password to join the meeting).
4. Posting and documenting work: The studio room is an excellent area to pin-up, post, present physical work. We will compliment the physical work with digital work on MIRO, MS Teams and One Drive to post and share course work.
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 course the student will present evidence of:

1. Build the imaginative capacity by supporting and exploring exceptional narratives, to define new images that support the future world.
2. Expand the execution of technique and technology to better connect knowledge with the reality of use to define this architectural work.
3. Demonstrate a background knowledge of research and design that is integrated into the project through complex layers of thought and appropriate form.

Student Performance Objectives

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

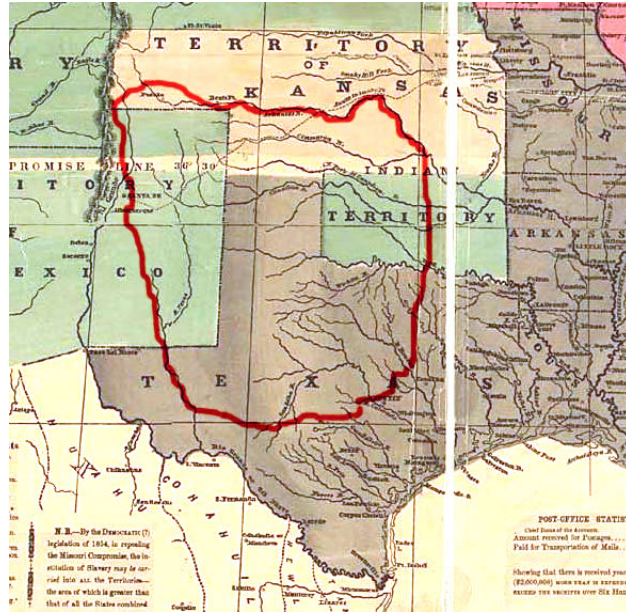
1. Ability to develop design strategies and conceptual operations with contemporary methods
2. Understanding of the development of architectural representation and communication
3. Awareness of the Value, Program Criteria, and Built Environment Welfare Criteria

Means of Evaluation:

1. Deliverables, *subject to change -

Wk 1 Course Introduction and Research
Wk 2 Research presentation and Site Massing (Sep 1)
Wk 3 Site & Form Explorations presentation
Wk 4 Site, Program, and Massing
Wk 5 **Review 1 - Site Program Massing** (Sep 20)
Wk 6 Diagram and Plans
Wk 7 Building Systems
Wk 8 **Review 2 - Drawings Diagrams Models Axo** (Oct 13)
Wk 9 Building Systems
Wk 10 Construction & Structure
Wk 11 Systems & Construction
Wk 12 **Pre Final Review - Drawings Models Layouts** (Nov 8)
Wk 13 **Final Review - Final Layout** (Nov 19)
Wk 14 *Thanksgiving*
Wk 15 **Super Jury** (Dec 1)
Wk 16 Complete Digital Course Work Archive

2. Methods of Assessment: completion of deliverables, thoughtful engagement with critical questions regarding context, design criticism by individual instructors and assembled design juries, insightful inquiry or contribution to studio wide discussions. Specific production specifications and documents will be required at the completion of each phase. Details will be specified for each assignment with the minimum to include:



Part 01 - Llano Estacado Engine Research

- Exhibition presentation
- Booklet
- 11"x17" Engine Drawing(s), document natural & constructed features
- Character Models, identifying the essential form and spatial engine parameters

Part 02 - "Engine" Massing, Site, Program

- Review 01 & Review 02
- Site and form exploration, digital & analogue products
- Site, program, massing
- Drawings, Diagrams, Models, Axo

Part 03 - Observatory Building System

- Pre-final & Final presentation
- Models, diagrams, wall section
- Drawings, Layouts

Teaching 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.

Course Schedule

week			topic	format	content	*subject to change
1	m	8/23	CoA Presentation			
	w	8/25	Arch 4601 Presentation	lecture	<i>Llano Estacado Research</i>	
	f	8/27	Llano Research	presentation + discussion	Llano Estacado & Engine Research	
2	m	8/30	Llano Research	lecture + lab	Llano Estacado & Engine Research	
	w	9/1	Micro Exhibition	presentation	Due - Booklet, Drawings, Model	
	f	9/3	Site + Massing Design	lecture + lab	<i>"Engine" Massing, Site, Program</i>	
3	m	9/6	no class			
	w	9/8	Site + Massing Design	lecture + presentation	Due - Site and form explorations	
	f	9/10	Site + Massing Design	discussion + lab	Layout: Site, program, and massing	
4	m	9/13	Site + Massing Design	lecture + lab	Layout: Site, program, and massing	9/13 @3 : PI.KL Studio, lecture
	w	9/15	Site + Massing Design	discussion + lab	Layout: Site, program, and massing	
	f	9/17	Site + Massing Design	discussion + lab	Layout: Site, program, and massing	progress grade 01
5	m	9/20	Review 1	lecture + presentation	Due - Site, Program, Massing	
	w	9/22	Diagram + Plans	lecture + lab	Diagram, Plans, Section, Elevation, Model	
	f	9/24	Diagram + Plans	lab	Diagram, Plans, Section, Elevation, Model	
6	m	9/27	Diagram + Plans	lecture + lab	Diagram, Plans, Section, Elevation, Model	9/27 @3 : Dawn Finley, lecture
	w	9/29	Diagram + Plans	lab	Diagram, Plans, Section, Elevation, Model	
	f	10/1	Diagram + Plans	lab	Diagram, Plans, Section, Elevation, Model	
7	m	10/4	Building Systems	lecture + lab	Axo, Diagram, Model	
	w	10/6	Optional Trip	travel	<i>excursion tbd</i>	
	f	10/8	Optional Trip	travel		
8	m	10/11	Building Systems	lab	Axo, Diagram, Model	10/11 @3 : Gary Cunningham, lecture
	w	10/13	Review 2	presentation	Due - Drawings, Diagrams, Models, Axo	
	f	10/15	Building Systems	lecture + lab	<i>Observatory Building Systems</i>	
9	m	10/18	Building Systems	discussion + lab	Axo, Diagram, Model	progress grade 02
	w	10/20	Construction + Structure	discussion + lab	Model, Diagram, Wall Section	
	f	10/22	Construction + Structure	lab	Model, Diagram, Wall Section	
10	m	10/25	Construction + Structure	lab	Model, Diagram, Wall Section	
	w	10/27	Systems + Construction	discussion + lab	Drawings, Model and layouts	
	f	10/29	Systems + Construction	lab	Drawings, Model and layouts	
11	m	11/1	Systems + Construction	lab	Drawings, Model and layouts	
	w	11/3	Systems + Construction	lab	Drawings, Model and layouts	
	f	11/5	*all content due	lab	<i>Post Production</i>	
12	m	11/8	Pre-Final Review	presentation	Due - Drawings, Model, Layouts	
	w	11/10	Refine		Revisions, Line Perfection, Annotations, etc	
	f	11/12	Graduate Reviews	exhibition	Final Layout	
13	m	11/15	Second Yr Reviews	exhibition	Final Layout	
	w	11/17	Third Yr Reviews	exhibition	Final Layout	
	f	11/19		presentation	Final Reviews & Exhibition	
14	m	11/22	TTU El Paso Reviews			
	w	11/24	no class		holiday	
	f	11/26			holiday	
15	m	11/29	Studio Clean-up			
	w	12/1	Final Jury		Guest Reviewers	
	th	12/2	Faculty walkthrough			
	f	12/3				
	16	tbd			Digital Course Work Submission	

* See attached course schedule and on microsoft teams. These dates are subject to change at the discretion of the instructor and/or the College of Architecture.

Recommended Texts

Topical (*additional texts to be added*)

- Ghosn, Rania and El Hadi. "Geostories: Airpocapalyse" Actar. 2018
- Gissen, David. "Subnature: Architecture's Other Environments", Princeton Architectural Press, 2009.
- Haraway, Dona. "Otherworldly Conversations; Terrain Topics: Local Terms", Routledge, 2004, 125-150.
- Moore, Jason. "The Rise of Cheap Nature", Sociology Faculty Scholarship, Jan 2016.
- Pallasmaa, Juhani. "Matter, Hapticity and Time Material Imagination and the Voice of Matter", Building Material, 2016, 171-189.
- Yaneva, Alben. "Geostories: The Role of Design in the New Climate Regime" . 2018
- Minnaert, M.G.J. "Light and Color in the Outdoors," translated by Len Seymour. New York: Springer, 1974.

Professional

- Ockman, Joan, Eigen Edward. "Architecture Culture, 1943 – 1968: A Documentary Antology". Columbia Books of Architecture, Rizzoli, New York, 1993
- Allen, E. and J. Iano (2011). The Architect's Studio Companion: Rules of Thumb for Preliminary Design, 5th Edition. Wiley. (available online access through TTU library system)
- Ching, Francis D. K. (2014). Building Construction Illustrated, 5th Edition. Wiley. (available online access through TTU library system)
- Ching, Francis D. K. and Winkel, Steven R. (2012). Building Codes Illustrated: A Guide to Understanding the 2012 International Building Code, 4th Edition. Wiley. (available online access through TTU library system)
- Ching, Francis D. K. (2013). Building Structures Illustrated: Patterns, Systems, and Design, 2nd Edition. Wiley.
- Ching, Francis D. K. & Shapiro, Ian M. (2013). Green Building Illustrated. Wiley.

Reference Texts

- Deplazes, A. (2005). Constructing Architecture: Materials, Processes, Structure. Basel London, Birkhäuser.
- McMorrough, J. (2006). Materials, Structures, and Standards: All the Details Architects Need to Know But Can Never Find. Gloucester, Mass., Rockport Publishers.
- Frampton, K., J. Cava, et al. (1995). Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture. Cambridge, Mass., MIT Press.
- Sandake, B. N., A. P. Eggen, et al. (2011). The Structural Basis of Architecture. Milton Park, Abingdon, Oxon; New York, Routledge.
- Ford, E. R. (2003). The Details of Modern Architecture: 1928 to 1988 (Volume 2). Cambridge, Mass., MIT Press.

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.

Computing personal 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 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.

Grading

20% / Llano Estacado Engine Research
30% / "Engine" Massing, Site, Program
30% / Observatory Building System
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 weekly progress *and* the resolution of final products presented during reviews. Presentations and 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.

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).

No extra credit is available in this course.

NAAB Criteria Met Value.

V.1 Design

Demonstrated at **program** level

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.5 Leadership, Collaboration, and Community Engagement

Demonstrated at **program** level

Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Criteria.

PC.1 Career Paths

Demonstrated at **program** level

How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

PC.2 Design

Demonstrated at **program** level

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.6 Leadership and Collaboration

Demonstrated at **program** level

How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Student Criteria.

SC.1 Health, Safety and Welfare in the Built Environment

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

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.

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](#)

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 10-30 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 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.

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.

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 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.
4. 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.



Program Addendum

10,000 - 20,000 sq.ft.

Use

Common Spaces

- Hall and Reception
- Bookshop
- Cafeteria

Administration Spaces

- 5 Offices
- Director Office
- Assistant Director Office

Scholarship Working Areas

- Seminars

Gallery Spaces

- Gallery
- Kitchen

Conference Spaces

- 100 chairs, 200 chairs
- Projector room

Service Spaces

- Restrooms per floor: 2 male and female

Technical Rooms

- Machine Room 1
- Machine Room 2
- Machine Room 3



Victoria McReynolds, "White Lake Lands" . 2018