Shacklette Syllabus Fall 2021 Topic: Workforce Housing for Fredericksburg, Texas

ARCH 5503 Architectural Design Studio Fall 2021 (old degree plan)
ARCH 5503 Architectural Design Studio & Arch 7000 Fall 2021 (new degree plan)

Texas Tech University 2021-2022 Undergraduate and Graduate Catalog Course Descriptions

ARCH 5503 *Topical studio that explores design, theoretical and/or technological issues that affect current architectural thought and practice.*

Arch 7000 *1 Semester Credit Hours Research course in which students will learn and demonstrate the core skills necessary to draft a thesis or generate an alternative research project.*

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NAAB Conditions for Accreditation, 2020 Edition
Student Learning Objectives and Outcomes for this course

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.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

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.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Upon completion of this course students will be able to construct, present, and defend advanced comprehensive architectural design solutions that integrate the following criteria:

Form and Space: Defined by systems of structure, enclosure, and circulation, organized by hierarchical patterns, articulated by the qualities of shape, color and texture, and determined by the principles of scale, and theories of proportion, aesthetics, and compositional arrangement.

Technology: Methods of construction, properties of materials, building systems, sustainable design, and mechanical systems including plumbing, electrical, lighting, and HVAC.

Program: The accommodation of human physical and psychological needs, planning for specific activities particular to building typology, identifying spatial relationships, allocation of spatial sizes and requirements, and providing for life safety and accessibility.

Context: Sensitivity to social precedents both physical and psychological. Consideration of economic factors, urban patterns, regional issues, community needs and aspirations, and culturally diverse attitudes.

Site and Environment: Design for ecological preservation considering natural environment, climate, solar exposure, wind temperature, and precipitation. Minimize negative environmental impact through sustainable design strategies.

Design Process: The intellectual activity of conceptualizing, analyzing, and demonstrating architectural form and space using creative, critical, and logical thinking skills, hand drawing, three-dimensional hand-built models, and electronic media.

Precedent and Evidence Based Design (EBD): Design solutions are to be informed by established principles and noteworthy examples found in professional and academic works. EBD emphasizes the importance of using credible data in order to influence the design process.
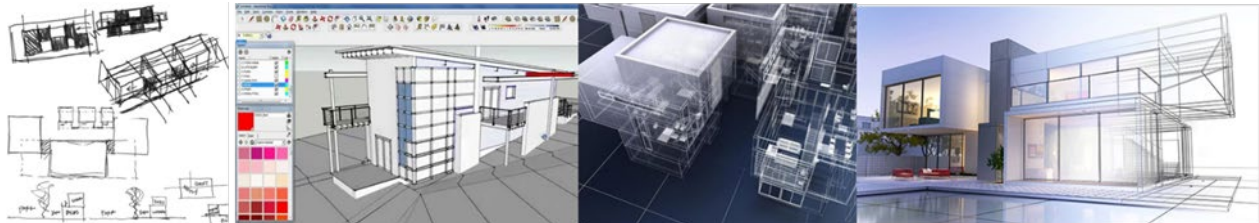
Areas of Student Performance and Methods of Assessment at Achieving Learning Outcomes

Methods of Evaluation

1. Precedent Studies
2. Research and Reading Assignments, Written Reports
3. Design Project Assignments
4. Representation Products: Verbal Presentations, Graphic Representation, Writing

Grading Distribution

You will be evaluated for each phase of the semester based on your presentation and subsequent submittal to the course folder for the following project phases:

> 20%: Predesign and Research
> 20% Schematic Design
> 20%: Design Development
> 40%: Final Design Completion and Presentation

Grading Standards:

Evaluation of student performance is based upon daily process as well as final product. Professor Shacklette will conduct and record assessments of student performance at every level of class including discussions, written assignments, pin-ups, and final reviews. The grades used, including plus and minus, with their interpretations, are:

A: superior work showing exceptional performance greatly exceeding the minimum requirements of assignments.
B: above average work showing performance beyond the minimum requirements of assignments.
C: average work showing performance satisfying all the minimum requirements of assignments.
D: below average work showing performance meeting some but not all the minimum requirements of assignments.
F: failing work not satisfying the requirements of assignments.

The letter R designates a course repeated to remove an I. The grade of I is given only when a student's work is satisfactory in quality but, due to reasons beyond his or her control, has not been completed during the regular semester. The studio professor reserves the right to refuse to grade work that is incomplete, extremely late, does not meet requirements, is substantially inferior in quality, or is poorly displayed. Any work submitted after the time and date scheduled will receive a reduction in grade, unless the circumstances-documented illness or death, unusual acts of nature, family crisis-warrant consideration by the faculty and constitute a valid justification. As per University policy, all work submitted to the professor becomes the property of the University.

ARCH 5503 Shacklette section is a face to face course incorporating an online format when required to communicate with people engaged with the studio. The project is situated in Fredericksburg, Texas and will engage persons there throughout the semester design process. *Service Learning is a pedagogy that links academic study and civic engagement through thoughtfully organized service that meets the needs of the community. ... Through service learning, the needs of both the community partner and student are considered equally in the development of projects and service initiatives. Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.*

Students will provide and maintain their computer for studio and online use and must have Zoom and PowerPoint installed for regular use. A TTU OneDrive Folder will be used by the studio to share and save all studio work. Students are required to own and use the computer applications they know best including Adobe Creative Suite (includes Photoshop, Illustrator, InDesign, and Acrobat), Rhino 3D (includes VRay), SketchUp and Google Earth, Autodesk Revit, Sketchup, and AutoCAD, etc.

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

Arch 5503 Fall 2021 Shacklette Attendance Policy

Professor Shacklette will allow each student to have three unexcused absences during the course of the class. Two points will be deducted from the final grade for each additional unexcused absence in excess of three. Arriving late to online class and departing early without prior approval will be considered an absence. Whether an absence is excused or unexcused is determined by the instructor, with the exception of absences due to religious observance and officially approved trips. Absence due to religious observance: The Texas Tech University Catalog states that a student who is absent from classes for the observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence Notification must be made in writing and delivered in person no later than the 15th class day of the semester. Absence due to officially approved trips: The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed. Attendance requires participation and students are expected to interact with the class taking part in discussions, express their viewpoints, and raise questions.

Texas Tech University and College of Architecture Policies

Academic Regulations: Consult the Texas Tech University 2021-2022 Undergraduate and Graduate Catalog

Academic Integrity Statement

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. Academic integrity is taking responsibility for one's own class and/or coursework, 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 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 Quality Enhancement Plan, Academic Integrity Task Force, 2010] Students must understand the principles of academic integrity and abide by them in all classes and/or coursework. Academic integrity violations are outlined in the Code of Student Conduct, Part X, B3 of the Student Handbook. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question. "Academic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor(s) or the attempt to commit such an act). TTU Academic Catalog: Academic Integrity

Civility in the Classroom

Students are expected to assist in maintaining an in-person and online classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, students are prohibited

from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class, resulting in an absence. Statement of Ethical Principles

ADA Statement
Students with disabilities will find numerous programs designated to coordinate academic accommodations and promote access to every phase of university life. Such programming is coordinated through Student Disability Services. SDS personnel oversee and coordinate programs to ensure accessibility on an individual basis to students with disabilities. Texas Tech strives to provide all students equal access to a college education and support in adjusting to the college experience. Prospective and current students interested in receiving more information regarding programs for students with disabilities should contact Student Disability Services, 335 West Hall, 806.742.2405 or visit online at www.studentaffairs.ttu.edu/sds. Email: sds@ttu.edu Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services office in 335 West Hall or call 806-742-2405

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.

Reporting Illness and Deaths
In case of an illness that will require absence from class for more than one week, the student should notify his or her academic dean. The dean's office will inform the student's instructors through the departmental office. In case of class absences because of a brief illness, the student should inform the instructor directly. Other information related to illness can be found in the Student Handbook. The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths and/or student death.

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 for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806- 742-3674, https://www.depts.ttu.edu/scc/(Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, https://www.depts.ttu.edu/rise/ (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931,http://www.depts.ttu.edu/ttpd/ (To report criminal activity that occurs on or near Texas Tech campus.)

TTU Statement of Ethical Principles
Texas Tech University is committed to the values of mutual respect; cooperation and communication; creativity and innovation; community service and leadership; pursuit of excellence; public accountability; and diversity.http://www.depts.ttu.edu/officialpublications/catalog/_EthicalPrinciples.php

LGBTQIA Support Statement
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. Office of LGBTQIA, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433