

ARCH 5601: Graduate Studio 1

College of Architecture, Texas Tech University

Fall, 2021

Instructor(s)

- Assistant Professor Erin Linsey Hunt
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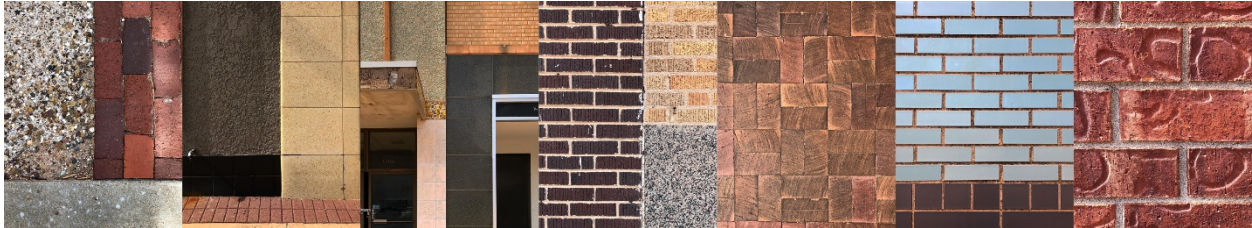


Figure 1, Images showing some of the many materials found in downtown Lubbock, TX.

Course Title Designing Downtown Lubbock for its Next Chapter

Catalog Description: Design of a comprehensive architectural project based on a building program and site that includes understanding of structural and environmental systems, building assemblies, and principles of sustainability.

Course Description/Studio Brief

The first semester of the new graduate curriculum focuses on integrating design research into contemporary architectural practice, which is accomplished through the integration of novel design methods. The students will be asked to collaboratively design mid to high-rise buildings in downtown Lubbock, Texas. These architectural interventions will explore their societal and environmental impacts regarding their context. Computational design methods will be utilized when developing methods for reducing carbon emissions in addition to potentially informing design choices. The students will be asked to develop the structural and material components of the design. Further research will interrogate methods for high-performance envelopes.

Crucial Context

It is critical that architects continue to develop methods for coping with future pressures such as population growth, a rise in energy consumption, and environmental concerns that impact those inhabiting their structures. Some of these concerns include air pollution, water scarcity, the loss of fertile land to desert conditions, and the demise of wilderness habitats. About eighty-two percent of the United States population live in cities and urban areas. The shift from rural to urban locations is a global trend with the United Nations predicting that this will continue globally therefore more buildings will need to be constructed to accommodate the population growth. This expansion is coming at a time when the Earth is experiencing climate change with the urgent need to slow the planet's warming to avoid devastating repercussions. As a result, the structures that are designed and built today must minimize carbon emissions and maximize renewable energy wherever possible. Tall buildings provide a potential method for reducing their carbon footprint and allowing for greater density. These structures can house multiple programs allowing for the sharing of space, infrastructure, and mechanical systems. New structures must consider their proximity and the integration of mass transportation, green, and commercial spaces.

Cultural + Site Context

This studio seeks to explore the potentials of new mixed-use mid to high-rise buildings in downtown Lubbock, Texas. The goal is that these designs take inspiration from their context's existing cultural, aesthetics, and environmental features. The students will study and learn from the existing mid and high-rise buildings considering their success and shortcomings. Lubbock is the eleventh largest city in the state of Texas and the second-largest west of Interstate 35. According to the 2020 census, its population is 258,870, a growth of 12.7 percent since the 2010 census. The city is nicknamed "Hub City" since it is the south planes' economic, educational, and healthcare center. Lubbock is located within the Tornado Alley, and on May 11, 1970, one of the worst tornados in Texas history hit the city. It is the most recent tornado to have struck a Central Business District (CBD). This tornado affected a twenty-five-square-mile area leaving four hundred homes destroyed and thousands damaged. Two-hundred fifty businesses were severely damaged. The tallest building in Lubbock, the Metro Tower (then referred to as the Great Plains Life Building), was directly hit and still has a noticeable scare today (Figure 3). This natural disaster further exacerbated the move out of CBD, an American trend that began in the mid-twentieth century leading to the center's continued decline. Between 1960 to 1972, the Texas State Highway Loop or Beltway 289 was constructed about Lubbock. Lubbock is one of the smallest cities in the country to have a beltway. At the time, this loop passed through only rural areas, but due to the increased urban sprawl, that is not the case today, especially in southwest Lubbock. The downtown core has recently seen a growing interest in redevelopment with the City Hall (Citizen's Tower) opened in May 2020 and the large Buddy Holly Hall (Figure 4). Since completing the 2019 Sustainable Design Assessment (SDAT) report for Lubbock, several more projects are scheduled, potentially allowing for an exciting and prosperous next chapter for the downtown area.



Figure 3, Photos after the 1970 tornado. At left, the Great Plains Life Building with noticeable damage in its brick cladding.¹ At middle, the Wells Fargo building in the background with much damage.² At right, an aerial shot of downtown looking east.³



Figure 2, At left, the Buddy Holly Hall.⁴ At right, the Citizen's Tower.⁵

Design Prompt

This studio's site will be downtown Lubbock, Texas. The provided sites are where large parking lots are currently located. The students will be provided with these options but are welcome to choose other locations in the downtown area. Students will be completing this project in pairs. The building will be mid to high-rise in scale. In addition to the building, the students will be asked to develop the supporting infrastructure and site landscape, with the goal being that the building will add value to its context. It is encouraged that the students consider how the building relates to both public and private transportation. Adding shade through natural or synthetic means will be part of the climate change considerations to provide pockets of relief for downtown inhabitants. Students will be provided the prerogative to determine the size, function, and programs of their buildings. Many will be mixed-use in nature. These considerations must consider the cultural context and what is needed in the downtown area and Lubbock. This will be based on research and site analysis. The students will be asked to devise design solutions that are forward-thinking and embrace the latest and future building technologies to advance structural, formal, and envelope design. The overarching goal of this studio would be to investigate the potentials of more resource and energy-efficient designs promoting dense cities that could reduce sprawl and the current dependence on automobiles, thus reducing carbon emissions.

Further Prompts

- Can architectural interventions enliven downtown Lubbock?
- What types of programs, spaces, and interventions are needed in downtown Lubbock?
- How do particular architectural typologies affect the region's cultural, social, political, and economic concerns?
- How does local culture and climate inform housing practices?
- How can form and material selection take from the existing context while advancing building technologies and systems?
- How are existing mid to high-rise buildings (Figure 4) functioning in downtown Lubbock? Are they successful? Why or why not?

PROSPECTIVE PROJECT SITES 
Lubbock, Texas

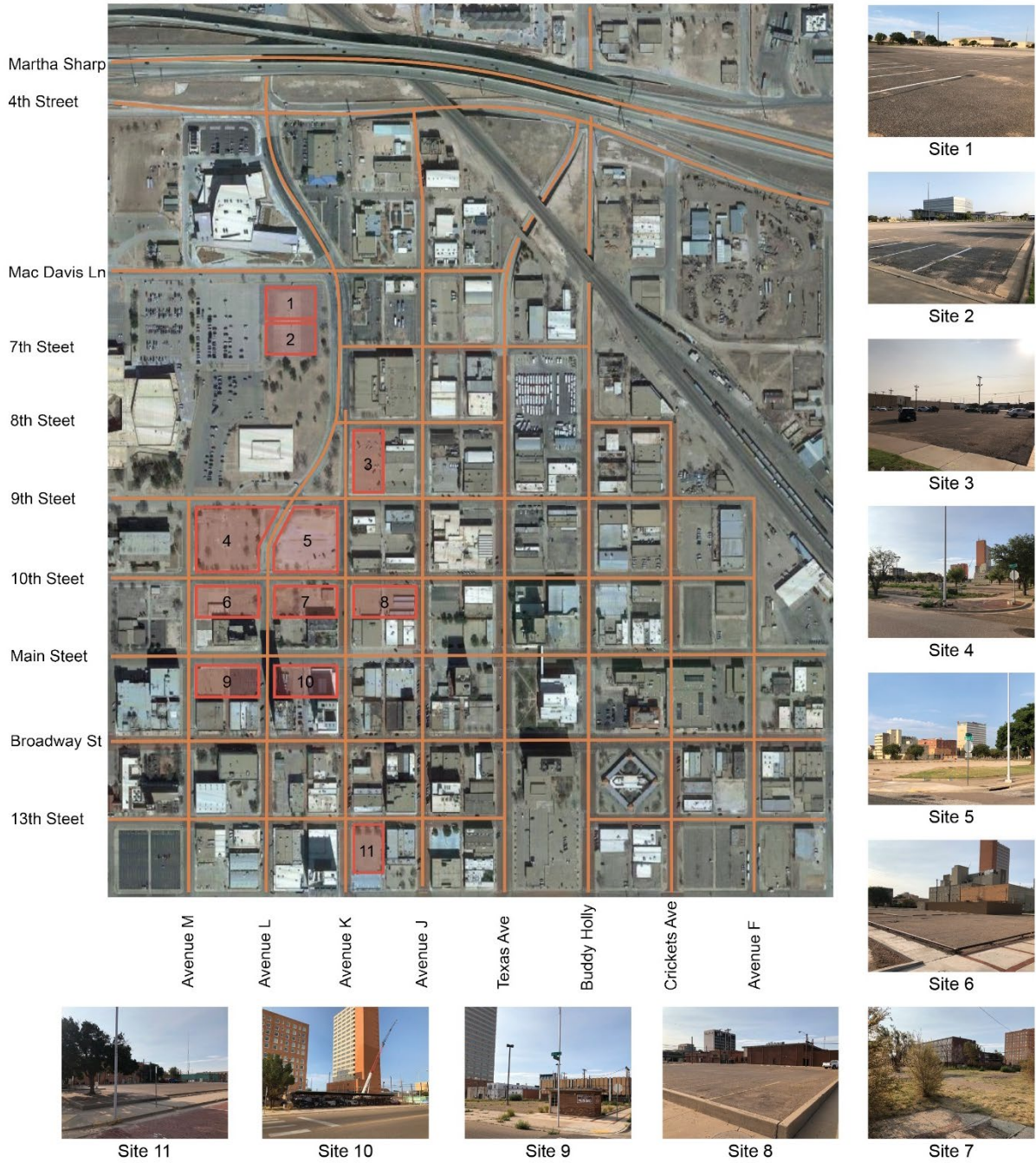


Figure 3, Potential site locations in downtown Lubbock, TX.



Figure 4, Top row, mid-rise buildings, and bottom row, high-rise buildings in downtown Lubbock, TX.

Student Learning Objectives

Upon completion of this studio, the student will be able to:

- Develop an architectural concept that has been continuously analyzed and improved throughout the progression of the project.
- To prepare a comprehensive program for an architectural project that considers its contextual needs. This program will consider each space and its requirements, site conditions, relevant sustainability constraints, and building codes and standards.
- Create a complex architectural project with consideration of the structural, formal, and envelope design.
- Have a proficient knowledge of both digital and fabricated models.
- Understand established and emerging systems, technologies, and assemblies of building construction.
- Locate and learn from applicable precedents of exemplary standards found in academic and professional works.
- Design research agendas that engage with various theoretical stances that will push the field of architecture to innovate through the creation of new ideas and methods.

Student Performance Objectives

Upon completion of this studio, the student will be able to consider:

- Context- the project must take into consideration environmental design strategies such as but not limited to climate, solar orientation, wind direction, temperature, precipitation, and thermal comfort needs across the building's interior and exterior.
- Program- consider the needs of the building's inhabitants, identify the spatial requirements and relationships within their mix-use project and its context
- Technical Development- these projects will demonstrate the understanding of construction methods, materials, detailing, and structural systems
- Systems Integration- projects will consider thermal comfort with the implementation of passive and active strategies throughout their design.

Means of Evaluation

Deliverables

This is subject to change please consult the assignments given at the beginning of each studio phase for the most accurate deliverables. The work completed in this studio should be well-crafted drawings, digital and physical models, meticulous advancement of an architectural concept and design. Renders and photographs of work should be high quality and post-produced.

Phase 01 Research + Site Analysis | September 3, 2021

- Precedent Study
- Studio Site Model
- Site Map with Contextual Information
- Site Plan
- Site History
- Site Proposal
- Program Proposal (mixed use)

Phase 02 Program + Schematic Design | September 24, 2021

- Massing Models
- Site Plan with Ground Floor
- Floor Plans
- Section Cuts (2)
- Axonometric

Midterm | October 4, 2021

- Phase 01 Materials
- Revisited Materials from Phase 02
- Draft Structural System and Performance Analysis

Phase 03 Structure + Performance | October 15, 2021

- Phase 01 Materials
- Revisited Materials from Phase 02
- Structural System Integrated into Section Cut
- Performance Analysis and its Implementation

Phase 04 Façade Synthesis / Pre-Final Review | November 12, 2021

- Phase 01 Materials
- Phase 02 Materials
- Revisited Phase 03 Materials
- Renders Showing the Building's Envelope
- Detailed Wall Section
- Diagrams and Data Supporting the Design Decisions Regarding the Building's Skin

Final Review | December 1, 2021

- Refined and Finalized Work from each of the Prior Phases.
- Portfolio of all Work Completed During the Semester.

Methods of Assessment

The studio's deliverables should be completed promptly and assessed through regular interaction, participation, and design criticism with the instructors. Students are expected to be

prepared at the beginning of class time. The design process is not always linear, but each iteration typically moves the project forward. Students will be asked to present their developing material before most reviews in a mock setting presenting to their faculty. This process develops the project's narrative through a written script that works in synchrony with the project's visuals. This studio will enact 'pencils down' where the students will be asked to submit their work digitally to their professor at 9 PM the night before a review. This ensures that work stops, and students sleep before their presentations with the hope of improved conversations and outcomes at the review. Any discrepancies between the work submitted the night before and presented at the review will result in a substantial grade deduction for the design phase. Assignments will be given at the beginning of each design phase. The faculty will grade these after each phase using a matrix included within the assignment instructions. Students will be expected to keep an ongoing record of work through a portfolio. This portfolio will include all final work from each phase and be submitted at the end of the semester. This is meant to help you prepare to share this studio work with potential employers, hopefully making your life poststudio a bit easier. All assignment deliverables need to be uploaded following the specific instructions presented in the assignment.

Teaching Methods/Studio Methods

This is an integrated design studio meaning it will take a holistic approach considering the site, program, structural system, methods for reducing carbon, and conserving energy. Critique is part of the design process. These comments from instructors, fellow students, and reviewers should be productive and constructive, not meant as a personal attack. To receive valuable feedback, be sure to present work that is printed or refined digital drawings at the correct scale with proper labeling. All prior work that has been reviewed and has not been significantly modifying or updated will not be re-critiqued. Previous work should be accessible during studio since design requires comparative reference of work. The key to studio success is a high level of dedication which requires time spent both in and outside of class working on one's project. It is often helpful to work in the studio to receive feedback and technical support from peers. It is the student's responsibility to demonstrate the capability to represent their work through physical models, orthographic, axonometric, and rendered images appropriately.

Course Schedule

| WK | DATE | PROGRESS | AGENDA | TTU/CoA/5601 |
|----|------------|----------|---|-----------------------------|
| 1 | 08/23/2021 | | CoA Meeting | <i>First day of classes</i> |
| | 08/25/2021 | | Syllabus Presented and Discussion of Phase 01 | |

| | | | | | |
|----|------------|--|---|--|--|
| | 08/27/2021 | 01 Research + Site Analysis | Site Visit- Downtown Lubbock (Bring camera + Sketchbook) | | |
| 2 | 08/30/2021 | | Site visit discussion, selection of site, site model (scale and parameters discussed) | | |
| | 09/01/2021 | | Desk Crits / Small group discussion with faculty | | |
| | 09/03/2021 | | DESIGN REVIEW 01: Research + Site Analysis – Studio Site Model Covering All Sites, Site Map with Contextual Information, Site Plan, Precedent Study, Program Proposal, Site Proposal (<i>Pencils Down 09/02/21 9PM</i>) | | |
| 3 | 09/06/2021 | 02 Program + Schematic Design | NO STUDIO! | Labor Day Holiday | |
| | 09/08/2021 | | Introduction of Phase 02- Begin Generating Quick (5-10 minute) Massing Models | | |
| | 09/10/2021 | | Desk Crits- Massing Models, Begin Programmatic Diagrams | | |
| 4 | 09/13/2021 | | Desk Crits- Start Plan Drawings | | |
| | 09/15/2021 | | Desk Crits | | |
| | 09/17/2021 | | Desk Crits- Sections (2) | | |
| 5 | 09/20/2021 | | Desk Crits | | |
| | 09/22/2021 | | MOCK DESIGN REVIEW 02 WITH WRITTEN SCRIPT | | |
| | 09/24/2021 | | DESIGN REVIEW 02: Formal Schematic Design Mapping, Site Analysis, Program Proposal and Diagrams, Design Inspiration from Precedents, <i>Focus: Massing Models, Site Plan, Floor Plans, Sections (2)</i> (<i>Pencils Down 09/23/21 9PM</i>) | | |
| 6 | 09/27/2021 | | 03 Structure + Performance | WORKSHOP: Environmental Analysis / Intro to Phase 03 | |
| | 09/29/2021 | Desk Crits | | | |
| | 10/01/2021 | MOCK MIDTERM REVIEW WITH WRITTEN SCRIPT | | | |
| 7 | 10/04/2021 | MIDTERM REVIEW – Mapping, Site Analysis, Program Proposal and Diagrams, Design Inspiration from Precedents, Massing Models, Site Plan, Plans, Sections, Elevations, Axonometric, Draft Structural Logic and Performance Analysis (<i>Pencils Down 10/03/21 9PM</i>) | | MIDTERM REVIEW | |
| | 10/06/2021 | Desk Crits | | | |
| | 10/08/2021 | Desk Crits | | | |
| 8 | 10/11/2021 | Desk Crits | | | |
| | 10/13/2021 | MOCK DESIGN REVIEW 03 WITH WRITTEN SCRIPT | | | |
| | 10/15/2021 | DESIGN REVIEW 03: Structure + Performance- Mapping, Site Analysis, Program Proposal and Diagrams, Design Inspiration from Precedents, Massing Models, Site Plan, Plans, Sections, Elevations, Axonometric, <i>Focus: Structural Logic, Design Decisions Based on Performance Analysis</i> (<i>Pencils Down 10/14/21 9PM, minimum 12 hours of pause</i>) | | | |
| 9 | 10/18/2021 | 04 Façade + Synthesis | | WORKSHOP: Fabrication + Representation / Introduction to Phase 04 | |
| | 10/20/2021 | | Desk Crits | | |
| | 10/22/2021 | | Desk Crits | | |
| 10 | 10/25/2021 | | Desk Crits | | |
| | 10/27/2021 | | Desk Crits | | |
| | 10/29/2021 | | Desk Crits | | |
| | 11/01/2021 | | | Desk Crits | |

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|----|------------|--|---|--|
| 11 | 11/03/2021 | | Desk Crits | ACADIA 2021 conference |
| | 11/05/2021 | | Desk Crits | |
| 12 | 11/08/2021 | | MOCK PRE-FINAL REVIEW WITH WRITTEN SCRIPT | |
| | 11/10/2021 | | Desk Crits | |
| | 11/12/2021 | PRE-FINAL / DESIGN REVIEW 04: Façade + Synthesis- Mapping, Site Analysis, Program Proposal and Diagrams, Design Inspiration from Precedents, Massing Models, Site Plan, Plans, Sections, Elevations, Axonometric, Structural Logic, Design Decisions Based on Performance Analysis, <i>Focus: the building's envelope as well as its overarching design.</i> Pre-Final Review (Pencils Down 11/11/21 9PM) | Pre-Final Review | |
| 13 | 11/15/2021 | Final Preparations | Desk Crits | |
| | 11/17/2021 | | Desk Crits | |
| | 11/19/2021 | | Desk Crits | |
| 14 | 11/22/2021 | | Desk Crits | |
| | 11/24/2021 | | NO STUDIO! | Thanksgiving Holiday |
| | 11/26/2021 | | NO STUDIO! | Thanksgiving Holiday |
| 15 | 11/29/2021 | | MOCK FINAL REVIEW WITH WRITTEN SCRIPT | |
| | 12/01/2021 | | LUBBOCK FINAL JURY DAY (Pencils Down 11/30/21 9PM) | Lubbock Final Jury Day |
| | 12/03/2021 | | | TTU Final Examinations |
| 16 | 12/06/2021 | | | TTU Final Examinations |
| | 12/08/2021 | | | TTU Final Examinations Fall Semester Ends |
| | 12/10/2021 | | | |
| 17 | 12/13/2021 | | | 5:00 PM Final Grades Due via Raiderlink |
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| | | | | |

Required Texts

The texts below are not required nor complete but could give a good foundation for augmenting your current understanding regarding architecture, structure, environmental systems, programming, detailing, and assemblies. Other reading may be assigned by your professor throughout the semester.

Digital References

1. Council on Tall Buildings and Urban Habitat (CTBUH) website (www.ctbuh.org) which, in itself, contains links to many other tall building-related websites.
2. Lubbock Sustainable Development Assessment Team (SDAT), Published Jan 2019:
3. https://issuu.com/aiacxd/docs/lubbock_sdat_report1.25.19
4. American Institute for Architecture (AIA), Framework for Design: Excellence
<https://www.aia.org/resources/6077668-framework-for-design-excellence>
5. *International Building Codes (IBC)*
<https://codes.iccsafe.org/content/IBC2021P1/arrangement-and-format-of-the-2021-ibc>
6. Studying the "Manual of Section": Architecture's Most Intriguing Drawing
<https://www.archdaily.com/793424/studying-the-manual-of-section-architectures-most-intriguing-drawing>

Tall Building Reference

Most of the below texts can be found at the TTU Library. You are NOT required to purchase any of the below texts.

1. Wood, Antony. ***The Tall Buildings Reference Book***. Routledge, 2013.
2. Oldfield, Philip. ***The Sustainable Tall Building: A Design Primer***. Routledge, 2019.
3. Soares Gonçalves Joana Carla, and Umakoshi Érica Mitie. ***The Environmental Performance of Tall Buildings***. Routledge, 2015.
4. Short, Michael J. ***Planning for Tall Buildings***. Routledge, 2012.
5. Parakh, James, et al. ***The Space within: Skyspaces in Tall Buildings***. Council on Tall Buildings and Urban Habitat, 2018.

Technical Reference

Most of the below texts can be found at the TTU Library. If marked with an asterisk (*) before the citation Erin Hunt has a copy, please feel free to ask to see it but you cannot take it outside the studio. You are NOT required to purchase any of the below texts.

1. Allen, Edward, and Patrick Rand. ***Architectural Detailing: Function, Constructability, Aesthetics***. 3rd ed., Wiley, 2016.
2. Allen, Edward, and Joseph Iano. ***The Architect's Studio Companion***. Wiley, 2002.
3. Allen, Edward, and Joseph Iano. ***Fundamentals of Building Construction: Materials and Methods***. Wiley, 2019.
4. Alread, Jason, et al. ***Design-Tech: Building Science for Architects***. 2nd ed., Architectural Press, Elsevier, 2014.
5. Andrew, Organschi, et al. ***Carbon: A Field Guide for Designers and Builders***. John Wiley & Sons, 2021.
6. Architects American Institute, and Dennis J. Hall. ***Architectural Graphic STANDARDS, 12th Edition***. John Wiley & Sons, 2016.
7. *Bell, Victoria Ballard, and Patrick Rand. ***Materials for Design 2***. Princeton Architectural Press, 2014.
8. *Benjamin, David N. ***Embodied Energy and Design: Making Architecture between Metrics and Narratives***. Columbia University GSAPP, 2017.
9. Deplazes, Andrea. ***Constructing Architecture: Materials, Processes, Structures***. Birkhäuser, 2018.
10. K., Ching Francis D. ***Architectural Graphics***. John Wiley & Sons, 2015.
11. K., Ching Francis D, and Steven R. Winkel. ***Building Codes Illustrated: A Guide to Understanding the 2000 International Building Code***. John Wiley, 2003.
12. K., Ching Francis D, et al. ***Building Structures Illustrated: Patterns, Systems, and Design***. John Wiley & Sons, 2014.

13. K., Ching Francis D, and Ian M. Shapiro. ***Green Building Illustrated***. John Wiley & Sons, Inc., 2021.
14. Deplazes, Andrea. ***Constructing Architecture: Materials, Processes, Structures***. Birkhäuser, 2018.
15. Ford, Edward R. ***The Architectural Detail***. Princeton Architectural Press, 2011.
16. Jankovic, Ljubomir. ***Designing Zero Carbon BUILDINGS: Using Dynamic Simulation Methods***. Routledge Taylor & Francis Group, 2017.
17. Killory, Christine, and Davids René. ***Details, Technology, and Form***. Princeton Architectural Press, 2012.
18. Killory, Christine, and Davids René. ***Detail in Process***. Princeton Architectural Press, 2008.
19. *King, Bruce. ***New Carbon Architecture: Building to Cool the Climate***. New Society Publishers, 2018.
20. Kwok, Alison G., and Walter T. Grondzik. ***The Green Studio Handbook: Environmental Strategies for Schematic Design***. 2nd ed., Routledge Taylor & Francis Group, 2018.
21. Lechner, Norbert. ***Heating, Cooling, Lighting: Sustainable Design Methods for Architects***. John Wiley, 2020.
22. Leonardi, Nicola. ***New Forms: Plans and Details for Contemporary Architects***. Thames & Hudson, 2009.
23. Lewis, Paul, et al. ***Manual of Section***. Princeton Architectural Press, 2016.
24. McMorrough, Julia. ***Materials, Structures, and Standards: All the Details Architects Need to Know but Can Never Find***. Rockport, 2006.
25. Moe, Kiel. ***Thermally Active Surfaces in Architecture***. Princeton Architectural Press, 2010.
26. Noble, Douglas. ***Building Skins***. ROUTLEDGE, 2020.
27. Pelsmakers, Sofie. ***The Environmental Design Pocketbook***. RIBA Publishing, 2015.
28. Schittich, Christian, and Steffi Lenzen. ***Glass Construction Manual***. Birkhäuser, 2007.
29. Schittich, Christian. ***Building Simply***. DETAIL, 2012.
30. Wachsmann, Konrad. ***The Turning Point of Building: Structure and Design***. Reinhold Pub. Corp., 1961.
31. Wallick, Karl, et al. ***KieranTimberlake: Inquiry***. Rizzoli, 2011.

Course Requirements

A computer and internet connectivity are required for this course. Students need to have and maintain a personal laptop computer to complete their studio assignments. Please see the college's website for more details regarding minimum specifications. With the ongoing COVID-19 pandemic, the laptop must have a working camera and microphone. Please be sure to back up your work to an external hard drive and the cloud regularly, at a minimum once per week, preferably daily. Technical difficulties, including but not limited to viruses, corrupted files, crashes, server, or print bureau problems, will not be accepted as excuses for not having work completed on time.

Required Software

Please use legal copies of these software since use of illegal versions violates ethical code and can cause unexpected results.

1. McNeel's Rhinoceros3D 7 (Educational License)
2. Adobe Creative Cloud or Suite specifically students must have access to Photoshop, Illustrator, InDesign, Premiere Pro, After Effects, and Acrobat DC

Required Output Technologies

1. Recommended but not required, an 11 x 17 inkjet printer at your desk (please feel free to share with others in the studio)
2. Required Camera digital or smartphone
3. Please make sure that you are able to use the wood shop as well as the digital fabrication lab tools such as the laser cutters, CNC routers, CNC drag knife, CNC wire bender, and 3D printers in the CoA Shop.

Required Materials

1. Evaluation: 12" x 18" wide rolls of trace paper (white or yellow)
2. Drawing: a sketchbook, a variety of pencils, erasers, pens, and other tools- these should be accessible at all times as it is critical to keep notes and sketches of design ideas and thoughts throughout the semester.
3. Cutting: a healing cutting board, metal straight edges, X-Acto knife as well as blades, OLFA knife and blades
4. Model Making: (please purchase when/if needed) basswood, birch plywood, foam core, cardboard, chipboard, acrylic, Rockite cement, plaster of paris, and paper (please feel free to share materials with others in the studio)
5. Adhesives: artist or masking tape, non-toxic water-based glues such as Elmer's, Sobo Glue, Tacky Glue, low or high heat glue gun and sticks.

Studio Professionalism

Professionalism and maturity are expected in studio. Collaboration between students is essential for the creation of a vibrant studio culture. Please avoid the following activities during studio time:

1. Walking in and out of discussions, workshops, or lectures.
2. Working on assignments for other courses during studio, including GSA duties.
3. Disruptive behavior.
4. Internet usage should be limited to studio work.

Digital Submissions

Specific instructions with certain file formats will be given for each digital submission throughout the semester. These instructions must be followed and adhered to precisely by each student or they will be asked to resubmit, and their grade may suffer.

Pencils Down

Students are encouraged to stop working at 9 PM the night before a review, so they arrive refreshed to the review the following day. The goal is to improve the participation, conversation, and outcome of these reviews. This means no additional work on drawings or modeling is allowed. Each group's work must be uploaded following the assignment's guidelines at this 9 PM deadline. This work must be the exact content presented at the next day's review.

Design Review Preparation

Each group should come to a design review prepared with their work ready to present. This means that the presentation of this work should be considered. Therefore, it is highly

recommended that a scripted presentation be prepared and practiced ahead of time. The digital work you create for your studio project should be placed in an InDesign file for printed or digital display at the review. The layout of this InDesign file and written script should coordinate to give a narrative that highlights your project's concept and best features. This will allow the jury to understand your project better so you can receive desired feedback. Please leave time to consider this before your presentation. We encourage you to ask whether your presentation is accomplishing these goals before your presentation via desk crit or email. The midterm, pre-final, and final reviews will have mock reviews ahead of the actual review. These are meant to develop the presentation narrative and layout. At these reviews, not all the drawings need to be final, but each group should know their placement on the presentation layout even if it is blocked out with a label.

Design Review Conduct + Etiquette

During design review, cell phone and computer use are prohibited. Please be considerate and keep talking and discussing with peers to a minimum to respect those presenting. Leaving before everyone has presented or coming late to a review is unacceptable without the studio professor's prior approval. We are all here to learn from and support each other, so please treat your peers with the respect and dignity you expect them to afford you.

Grading

A grade certifies that a student has demonstrated a level of expertise for the design process and product as required for each studio phase. Studio grading is not an exact mathematical assessment. Production and hard work lead to improvement and demonstrated improvement is a key component in the final grading. Each phase will be evaluated and factored into the final grade.

Grades and their Interpretations

A: Excellent- Work of exceptional merit, exceeding the requirements of the course, showing strong understanding of skills, effort, initiative, and resourcefulness.

B: Good- Performance above the norm, work that demonstrates acceptable comprehension, skills, effort, initiative, and improvement beyond the minimum requirements of the course.

C: Average- Work meets the minimum requirements and demonstrates satisfactory understanding, skills, and effort but displays little initiative to investigate the problem without substantial push from the instructor, the work completed shows minimal improvement.

D: Inferior- Passing, but not necessarily satisfying the degree requirement. Work that does not meet the minimum requirements for understanding, skills, and effort. The student's initiative was lacking, and their improvement was not noticeable.

F: Failure- Does not meet the requirements to advance the student so the course must be repeated.

For more on grading visit: TTU OP. 34.12 <https://www.depts.ttu.edu/opmanual/OP34.12.pdf>

The instructor(s) will be issuing four progress evaluations during the semester once each studio phase is complete. The following criteria will be used for these assessments.

- Comprehension: a clear and profound understanding
- Process / Rigor: consistent, iterative, rigorous exploration and development of work
- Craft: use of both analog and digital tools
- Level of research and critical thinking
- Professionalism: a commitment to attendance and submitting completed work in a timely fashion

Five phases will occur during this studio. Each will have a review. As graduate students, full participation with all pin-ups, reviews, and discussions are required. After each phase, the faculty will give progress grades to allow students to know their current standing. The phases are the following:

| | |
|-------------------------------|-----|
| 01 Research + Site Analysis | 15% |
| 02 Program + Schematic Design | 15% |
| 03 Structure + Performance | 20% |
| 04 Façade + Synthesis | 20% |
| 05 Final | 30% |

****This studio was inspired by the fall 2020 studio, *Densifying Downtown Lubbock: designing for energy, ecology, and people*, developed by Associate Professor Peter Raab. ****

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.

NAAB Criteria Met (use 2020 SPC's)

Shared Values of the Discipline and Profession (V)

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.2 Environmental Stewardship and Professional Responsibility-

“Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.”

V.4 Knowledge and Innovation-

“Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.”

Program Criteria (PC)

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.3 Ecological Knowledge and Responsibility-

“How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.”

PC.5 Research and Innovation-

“How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.”

Student Criteria (SC): Student Learning Objectives and Outcomes:

SC.1 Health and Safety-

“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.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 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.”

Attendance Policy

1. Students are responsible for attending all scheduled class meetings for the full class period.
2. Attendance requires each student to have their computer, tools, materials, and supplies available for all studio activities.
3. When you are absent you miss important course content that effects student performance. You will have to work harder to make up for any absences.

4. Absences will affect the final grade at the instructor's discretion
5. Violating a maximum of four absences for studio will require the student to drop the class or receive a grade of "F" in compliance with drop deadlines (see COA Attendance policy).
6. Absences are only for reasonable unforeseen circumstances such as getting sick or emergencies. If you are sick, please stay home. Inform the instructor directly.
7. Any absence is considered UNEXCUSED, unless it meets the criteria discussed in the TTU Student Handbook, Part II Community Policies, Section D: Class Absences (page 62) for the following:
 - a. Illness requiring an absence from class for more than one week.
 - b. Religious Holy Day Absences.
 - c. Student Absence due to Sponsorship of Student Activities and Off-Campus Trips.
 - d. See section II on specific COVID-19 Instructions related to attendance.

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/ttspd/> (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.”

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.

Citations

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4. Angen, Katie. “The Buddy Holly Hall Complex Strums a New Chord in LUBBOCK, Texas.” *The Architect's Newspaper*, 23 Mar. 2021, www.archpaper.com/2021/03/facades-buddy-holly-hall-facade-strums-a-chord-in-lubbock-texas/.
5. News Release & Posted By Staff | newsweb@everythinglubbock.com. “City Council Formally Accepts CITIZENS Petition Regarding Sanctuary City of the Unborn.” *KLBK | KAMC | EverythingLubbock.com*, KLBK | KAMC | EverythingLubbock.com, 3 Nov. 2020, www.everythinglubbock.com/news/local-news/city-council-formally-accepts-citizens-petition-regarding-sanctuary-city-of-the-unborn/.