

ARC 5601 Integrative Design Studio

Solar Decathlon Design Challenge: Magnet High School for the Environment

SYLLABUS



"The only way you can build, the only way you can get the building into being, is through the measurable. You must follow the laws of nature, use quantities of brick, methods of construction, and engineering. But in the end, when the building becomes part of living, it evokes immeasurable qualities, and the spirit of its existence takes over".

Louis Kahn

"The challenge of ecological design is more than simply an engineering problem of improving efficiency, it is the problem of reducing the rates at which we poison ourselves and damage the world. The success of ecological design will depend on our ability to cultivate a deeper sense of connection and obligation without which few people will be willing to make even obvious and rational changes in time to make much difference.[Ecological design] is not about making greener widgets but how to make decent communities that fit their places with elegant frugality. The issue is whether the emerging field of ecological design will evolve as a set of design skills applied as patchwork solutions to a larger pattern of disorder or whether design will eventually help to transform the larger culture that is badly in need of reformation."

David Orr: The Nature of Design

"There is an opportunity to encourage greater reflectivity in architectural students by challenging the search for a true or incontestable, consensual definition of green buildings. This means searching for critical methods for understanding technological innovation that transcend both instrumental and deterministic interpretations and that can begin to open the discourse of technology to future designers in the hopes of engendering a more humane and multivocal world. Multiple opinions and perspectives are not only valid but highly desirable."

Simon Guy & Graham farmer

Hazem Rashed-Ali, PhD

Studio hours: MWF 8:00 to 11:50 a.m.

Location: 8th Floor studio

Office hours: TR 1:00 – 2:00 p.m. or by previous appointment.

Office: Room 1002C, Architecture Building

Phone: tbd

Email: Hazem.Rashed-Ali@ttu.edu

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

NAAB CRITERIA

This course addresses the following NAAB accreditation criteria (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.”

STUDIO LEARNING OBJECTIVES

- To enhance architectural site selection and programming abilities and contextual design methods.
- To enforce ethical responsibilities relative to ecological relevance and social consciousness.
- To introduce students to the basic issues involved in the design of high-performance buildings.
- To consider the incorporation of passive and active sustainable systems of design, including solar geometry, passive design strategies, renewable energy technologies, application of appropriate building materials, etc.
- To incorporate digital building performance simulation tools in the design process as a means of informing design decisions in the early stages of the design process.



- To analyze daylighting strategies and develop and empirically evaluate daylighting solutions for typical spaces.
- To advance technical understanding of building systems within the framework of expanding on scientific and human behavioral disciplines as they contribute to the formation of space.
- To apply understandings of appropriate systems of structure, artificial lighting, acoustics, mechanical and electrical networks, detailing of building envelop and construction materials and assemblies relevant to workable architecture in meeting occupant needs and wishes.
- To enhance students' graphic communication skills for presenting design concepts, processes, and solutions.

STUDIO OUTLINE

This studio will consist of *one major design project*, developed on multiple phases, supplemented by several smaller assignments, and learning experiences. The project will be divided into several distinct phases including both group and individual- tasks. Project phases will include, but are not limited to research, programming, site analysis, massing, and site design, building design, building assembly and detailing, energy and daylighting design and. evaluation, and other environmental performance analysis tasks.

The design project will involve developing a proposal for a high-performance **Magnet High School for The Environment**. The project will follow the guidelines of the 2022 Solar Decathlon Design Challenge (see <https://www.solardecathlon.gov/> for more information). The project will explore issues of climate responsive design, passive design strategies, and the integration of building performance simulation tools in the architectural design process.



Relevant reading material will be provided during the semester as needed. The material will be provided in a digital format through Blackboard. All students are expected to participate in discussion sessions based on these readings. While a preliminary reading and reference list is included in this syllabus, other readings may be provided as needed.

STUDIO FORMAT AND STRUCTURE

This studio will follow a face-to-face teaching modality. All studio activities will be conducted face-to-face. However, all course material, including syllabus, readings, audio-visual material, and other resources, will also be made available on Blackboard. The studio will include both group and individual tasks. Groups will be preassigned by the instructor and will be provided with needed discussion and file exchange tools through Blackboard



STUDIO PERFORMANCE EXPECTATIONS

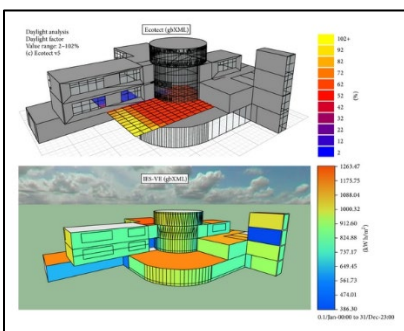
Studio participants will be expected to commit to a high degree of work ethic. Participants will be expected to effectively accomplish reading and research assignments. It is the responsibility of each studio participant to utilize the outcome of these assignments and activities to inform their designs. Working in the studio and participation in group critiques will be expected from all studio participants.

The design studio is primarily an interactive experience aimed at exposing the student to different ways of identifying, approaching, and solving problems in the design process. In this process, having different points of view and different alternatives is encouraged and considered helpful in developing the student's ideas. Peer teaching and learning are important elements in the studio experience. Students are encouraged to offer constructive criticism to their colleagues and to hold in-class discussions of relevant issues. Group criticisms of student work will be arranged regularly. Effective time management is required. Students should continuously explore possible alternatives by means of drawings and models. *Ideas can never be fully evaluated or developed until they are expressed graphically.*

In addition to the major semester design project, the studio will also involve smaller assignments, lectures by outside professionals, field trips, and other out-of-studio learning experiences. Additionally, at the end of the semester, each studio participant will submit a semester portfolio documenting both the design process and the final design outcome of each of the projects and assignments s/he performed during the semester.

BLACKBOARDLEARN

Blackboard Learn is the primary Learning platform for the course. All course material, including syllabus, class presentations, project handouts, recordings of class meetings, resources, etc. will be made available on Blackboard. Blackboard will also be used to digitally submit all course assignments and to post all grades as they become available. Other digital tools and environments used within the course can also be accessed from within the Blackboard course folder.

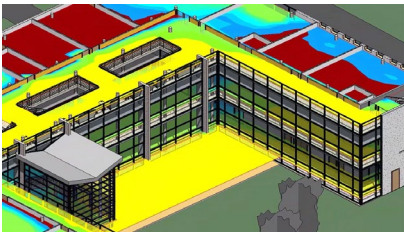


PERFORMANCE SIMULATION SOFTWARE

The studio will involve performance simulation tasks that require the use of specialized software. The studio will utilize several performance analysis tools including but not limited to the following:

Sefaira: Through Sefaira, students will be able to Pick the right design strategies through compare massing, layout and envelope options, study natural ventilation and daylighting, compare design performance against energy, daylight & comfort goals, and use visual outputs to convince others of the performance benefits of the proposed design. Sefaira is now included as a component in **SketchUp Studio** software. Students can purchase a SketchUp Studio license for \$55/yr at: <https://www.sketchup.com/plans-and-pricing#for-higher-education>

Autodesk Insight: Insight is performance analysis tool that allows architects to design more energy-efficient buildings with advanced simulation engines and building performance analysis data. Insight is integrated into the Autodesk Revit Software and can be accessed using the free Revit student license.



IES-Virtual Environment: IES-VE is an integrated Software for Whole-Building Performance Simulation. Used by building design experts around the globe, the Virtual Environment (VE) is a suite of integrated analysis tools for the design and optimization of buildings. The IESVE platform leverages the world-leading simulation engine (APACHE) to allow cross-team collaboration between architects, engineers and contractors, from Schematic Design to Post-Occupancy. Student licenses for IES-VE can be purchased for \$80 and include plugins for Sketch Up and Revit.

Tally Life Cycle Assessment App: Tally quantifies a building or material's embodied environmental impacts to land, air, and water systems. Essentially, Tally adds another layer of detail to BIM by recognizing materials that are not modeled explicitly, like the steel in concrete assemblies, and by taking into account a model's diverse range of material classes. In doing so, Tally gives its users the power to conduct whole building LCAs during design and to use LCA data to run comparative analyses of various design options that show their differing environmental impacts.



STUDIO EVALUATION

Grades will be provided for each major phase in the semester. Research assignments will be evaluated based on the depth of research and analysis, the clarity of the diagrams and textual explanations, and the quality of the aural presentation. Evaluation of design projects will reflect the two major components of “*process*” and “*product*”.

The process grade will be evaluated at several points during the semester and will be based on the depth of exploration and development of alternative solutions and the improvement in the student’s performance during the project. This process should be fully documented in sketches, models, and notes and clearly expressed in the studio portfolio.

The product grade will be based on the final project presentation and will include evaluation of:

Design: the resulting design should give evidence of the concepts or criteria central to the project. The design must incorporate those concepts and concerns covered in previous semesters. The resulting project should fulfill the design goals and intents.

Craft: students must achieve an excellence of execution in their drawings and models. Rough sketches should have character appropriate to their task. Drawings and/or computer plots must be clear and concise – they also must have visual impact and an underlying concept.

A range of drawings should be used, as is appropriate to the task, including schematic diagrams, freehand development sketches, and 3-D computer modeling.

The studio grade will be distributed as follows:

- | | |
|--|-----|
| • Research: Site selection & analysis | 10% |
| • Phase 1: Program & Schematic Design | 20% |
| • Phase 2: Design Development, structure, performance optimization | 20% |
| • Final Presentation | 30% |
| • Studio Portfolio | 10% |
| • Participation & development: | 10% |

• **Total:** **100%**

GRADING POLICY

The general meaning of the letter grades is presented below:

A (90-100): Excellent: Excellent design performance & independent resourcefulness exhibited. Exceeds minimum requirements and reaches a state of exceptional work produced. Strong initiative, attendance, participation, research and reading. Complete comprehension of course/project goals. Adds positively to the educational experience for the rest of the class. Work is delivered by the due date and is of exceptional graphic quality.

B (80-89): Good: Acceptable design performance and good level of individual initiative exhibited. Often exceeds minimum requirements for work produced, attendance, research and reading. Participates regularly in class discussions. Projects are well composed and make thoughtful original contributions to the problems assigned. Work is delivered by the due date and is of good graphic quality.

C (70-79): Average: Lacking in design performance with questions persisting regarding commitment and/or ability. Meets minimum requirements for work produced, attendance, research and reading. Little or no participation in class discussions. Work is delivered by due date and is of average or acceptable informational and graphic quality.

D (60-69): Not a passing grade: Work produced is consistently weak with poor craft, absences, insufficient or no research, little or no reading, little or no participation. Demonstrates a weak comprehension of course/ project goal. Work, if delivered by the due date, is of poor informational and graphic quality.

F (below 60): Not a passing grade: Work, if any, produced is very weak with poor craft, little or no research, reading, and participation. Demonstrates that course/ project goals were misunderstood or ignored. Work, if delivered by the due date, is of unacceptable graphic quality.

REQUIRED EQUIPMENT:

- Laptop computer with appropriate software and internet connectivity.
- A notebook and a 3" binder for assignment, handouts, etc.
- A sketchbook & roll of sketch or tracing paper.
- Model building equipment and supplies.
- College of Architecture computers, printing and manufacturing facilities are available for responsible student use.





COURSE REQUIREMENTS AND POLICIES

Attendance Policy (Department of Architecture):

Policy: YOU MUST ATTEND CLASS FOR THE FULL CLASS PERIOD for every scheduled Class.

There are two kinds of absences, excused and unexcused.

Excused Absences are those for religious observance, illness, military service, or other official activity in which the student is required to participate. Appropriate documentation should be provided for all excused absences. For illness, a note is required and if necessary one can be obtained from the DT Campus Nurse free-of-charge. Work or exams missed via excused absences will be accommodated by the instructor. (See HOP 5.09) However, should excused absences become excessive (excessive being defined as absences that result in the student's inability to adequately perform in class or those that effect the completion of assignments) then you and your instructor should discuss the possibility of recording an "IN" - Incomplete. (See General Academic Regulations).

Unexcused Absences ARE ALL OTHERS. For all classes in the Department of Architecture, three (3) unexcused absences will result in the automatic reduction of your final grade by 5% (or 1/2 of a letter grade). Four (4) unexcused absences will result in the automatic reduction of your final grade by a total of 10% (or one whole letter grade). And five (5) unexcused absences will result in YOU FAILING THE CLASS.

Attendance will be regularly recorded using roll-calls. Punctuality is required and considered an indication of professionalism and responsibility.

Lateness Policy:

Arriving to class (either a lecture or a lab session more than 10 minutes late or leaving more than 10 minutes early will count as ½ day of unexcused absence and will count towards the maximum allowed times of unexcused absences discussed above.

Late submission:

Late submission of projects is not allowed. Students with excused absences, who will not be present to meet the submission deadline, MUST CONSULT with the instructor BEFOREHAND to make alternative arrangements for submitting their work on time. No exceptions will be made. There is no make-up for in-class questions/assignments, quizzes, or exams. Late submittals of projects will result in a reduction in the grade of the assignment in question by 10 points (one full letter grade) for each calendar day. No excuses will be accepted for late projects. All submissions are due at the BEGINNING of class at the due date unless otherwise announced.

REQUIRED TEXT:

Kwok, A. and Grondzik, W. (2018). The Green Studio Handbook: Environmental Strategies for Schematic Design, 3rd Edition. Routledge.

RECOMMENDED REFERENCES:

Lubbock Sustainable Development Assessment Team (SDAT), Published Jan 2019:
https://issuu.com/aiacxd/docs/lubbock_sdat_report1.25.19

American Institute for Architecture (AIA), Framework for Design: Excellence
<https://www.aia.org/resources/6077668-framework-for-design-excellence>

International Building Codes (IBC)

<https://codes.iccsafe.org/content/IBC2021P1/arrangement-and-format-of-the-2021-ibc>

Edward Allen & Joseph Iano, Architects Studio Companion, 4th edition, John Wiley & Sons.

Mark DeKay and G.Z. Brown. Sun, Wind, and Light, Architectural Design Strategies, 3rd edition, Wiley.



American Institute of Architects, and Dennis J. Hall. Architectural Graphic STANDARDS, 12th Edition. John Wiley & Sons, 2016.

“The 2010 Americans with Disabilities Act (ADA) Standards for Accessible Design”
http://www.ada.gov/regs2010/2010ADAStandards/2010ADAStandards_prt.pdf

K., Ching Francis D. Architectural Graphics. John Wiley & Sons, 2015.

K., Ching Francis D, and Steven R. Winkel. Building Codes Illustrated: A Guide to Understanding the 2000 International Building Code. John Wiley, 2003.

K., Ching Francis D, et al. Building Structures Illustrated: Patterns, Systems, and Design. John Wiley & Sons, 2014.

Other readings will be made available by the instructor on Blackboard.

BUILDING GREEN

BuildingGreen (www.buildinggreen.com) is an online database dedicated to helping architects, designers and other sustainability professionals make their projects greener and healthier. BuildingGreen includes an extensive knowledge base for a variety of green building topics, as well as a green products database and several continuing education courses. UTSA has an organizational membership that allows faculty and students free access to the site. To access the BuildingGreen campus homepage, you need to use a computer on the UTSA network or create a personal profile using your UTSA email.

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.



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: Refer to general studio attendance policy. Absence related to Covid will be handled on a case by case basis.

In-Person Office Hours: In person office hours opportunities will be made available for students if needed. Students are highly encouraged to wear face masks. Social distancing will be expected as much as possible.

Personal Hygiene: Out of respect and care for your fellow students, all students are expected 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.

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."

TENTATIVE COURSE SCHEDULE

The following is a **tentative schedule** for the semester. All efforts will be made to follow this schedule; however, some adjustments in topics, dates, and deadlines may be necessary to accommodate project development and unforeseen circumstances.

WEEK	PHASE	DAY	ACTIVITY
WEEK 1	RESEARCH	MON 8/23	All School Meeting
		WED, 8/25	Introduction to studio, Introduction to semester projects Group Research: Precedent analysis, site selection & analysis
		FRI, 8/27	Desk Crits
WEEK 2		MON, 8/30	Desk Crits – Site Selection
		WED, 9/1	Site Visit
		FRI, 9/3	Desk crits
WEEK 3		MON, 9/6	NO STUDIO – LABOR DAY
		WED, 9/8	Desk crits
		FRI, 9/10	CLASS PRESENTATION 1: RESEARCH & SITE ANALYSIS
WEEK 4	PHASE 1: PROGRAM AND SCHEMATIC DESIGN BEGINS	MON, 9/13	Introduction and Class Discussion
		WED, 9/15	Desk Crits
		FRI, 9/17	Desk Crits
WEEK 5		MON, 9/20	Desk Crits
		WED, 9/22	Desk Crits
		FRI, 9/24	Desk Crits
WEEK 6		MON, 9/27	Desk Crits
		WED, 9/29	Desk Crits
		FRI, 10/1	Desk Crits
WEEK 7	Phase 2: Design Dev., Structure, & Perf. Optimization	MON, 10/4	MID TERM REVIEW
		WED, 10/6	Introduction and Class Discussion
		FRI, 10/8	Desk Crits
WEEK 8		MON, 10/11	Desk Crits
		WED, 10/13	Desk Crits
		FRI, 10/15	Desk Crits
WEEK 9		MON, 10/18	Desk Crits
		WED, 10/20	Desk Crits
		FRI, 10/22	Desk Crits
WEEK 10		MON, 10/25	Desk Crits
		WED, 10/27	Desk Crits
		FRI, 10/29	Desk Crits
WEEK 11		MON, 11/1	Desk Crits
		WED, 11/3	Desk Crits

		FRI, 11/5	Desk Crits
WEEK 12		MON, 11/8	Desk Crits
		WED, 11/10	Desk Crits
		FRI, 11/12	PRE - FINAL REVIEW
	WEEK 13	Final Presentation Drawings Preparation	MON, 11/15
WED, 11/17			Desk Crits
FRI, 11/19			Desk Crits
WEEK 14		MON, 11/22	Desk Crits
		WED, 11/24	NO STUDIO – THANKS GIVINGHOLIDAY
		FRI, 11/26	NO STUDIO – THANKS GIVINGHOLIDAY
WEEK 15		MON, 11/29	MOCK FINAL REVIEW
		WED, 12/1	LUBBOCK FINAL JURY DAY
		FRI, 12/3	FINAL EXAM START
FINAL		WED, 12/8	STUDIO PORTFOLIO DUE