

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

UNIVERSITY OPERATIONS NOTICE

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will likely need a webcam and microphone and will be advised of additional technical and/or equipment requirements, including remote proctoring software.

Statement of Pandemic Response Principles

1. We will move forward collectively contributing steady and calm responses to the ongoing pandemic that maximizes public health and educational opportunity for all.
2. The humane option is the best option. We will continue supporting each other as humans, prioritizing solutions that benefit the most, share resources, and communicate as clearly as possible.
3. The pandemic calls for adjustment of methodology and frameworks; fundamental educational goals, and needs, remain.
4. We will foster intellectual nourishment, social connection, and personal accommodation with asynchronous content for diverse access, activities and contexts, and synchronous discussion to learn together.
5. We will remain agile and continue adjusting with the ongoing situation to maximize public health and support everyone through this unprecedented moment.

Statement of principles inspired by Brandon L. Bayne, Associate Professor of Religious Studies at University of North Carolina, Chapel Hill.¹

This studio will operate through hybrid and fully online sections. All work and communication will be digital to establish and unify a collective and interconnected remote studio culture.

Official announcements will occur through Blackboard and email. Online sessions will occur through Zoom. Studio dialog, progress, and work submission will occur through Microsoft Teams and shared OneDrive folders. Additional studio work posting will occur through public Miro boards.

We are counting on everyone to continue leaning in to build collective momentum. Thanks for your part in these efforts.

¹ Supiano, Beckie. "[Interrupted Semester](#)," *The Chronicle of Higher Education*, 20 March 2020.

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock



Figure 1: Land Arts Support Vehicle proposal.

When we enter the landscape to learn something, we are obligated, I think, to pay attention rather than constantly to pose questions. To approach the land as we would a person, by opening an intelligent conversation. And to stay in one place, to make of that one, long observation a fully dilated experience. We will always be rewarded if we give the land credit for more than we imagine, and if we imagine it as being more complex even than language.

*Lopez, Barry. The Rediscovery of North America.
New York: Vintage, 1992, p 36-37.*

COURSE INFORMATION

Spring 2021 ARCH 3314 section 007, Contemporary Issues, CRN 47367
Credits: 3 semester credit hours. Meeting: Monday/Wednesday, 9:00 to 10:20am.
Location: Hybrid / Architecture Building, Room 801 & Combine, 3608 Avenue A

INSTRUCTOR INFORMATION

Chris Taylor. Office: Architecture Building, Room 709. Office Hours: by appointment. Phone: 806-834-1589. Email: chris.taylor@ttu.edu

CATALOG COURSE DESCRIPTION

Contemporary issues in architectural theory and history utilizing precedents from early 20th century to present. May be repeated for credit.
(Communication Literacy)

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LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

COURSE OBJECTIVES & LEARNING OUTCOMES

Course Purpose

With a generous donation, the College of Architecture has acquired the "Land Arts Support Vehicle," an adaptable all-terrain backcountry truck that will be outfitted with mobile kitchen and lab to propel the ongoing field research of Land Arts of the American West at Texas Tech University. This course will begin the design-build process of the custom service body for the vehicle that will carry essential gear and provisions that include cooking tools and utensils, food and water storage, safety equipment, computing and communications infrastructure, sound and video projection, service lighting, and solar power generation. Pushing beyond paradigms of recreational vehicles, this project's ambition is aligned with scientific, and artistic, production vested in remote design-build field work. Think of a cross between inside-out food-truck and mobile construction workshop. Students and faculty will work collaboratively to design, full-scale model, and test fabrication of the support vehicle to honor the ethos, aspirations, and complexities of the Land Arts program that is dedicated to expanding awareness of the intersection of human construction and the evolving nature of our planet.

Course Goals

This course seeks to:

1. Collectively conceptualize, design, and produce fabrication drawings and models for the Land Arts Support Vehicle.
2. Cultivate and expand the Land Arts design-build ethos.
3. Demonstrate vital linkages between theoretical and applied research, material assemblies and budgetary limits, drawings/models and architectural communication.

Learning Outcomes

Upon satisfactory completion of this course, students will be able to:

1. Work together as a diverse and operational design collective.
2. Manage diverse sets of references, resources, ambitions, and processes.
3. Channel workflows that synthesize results and test possibilities.
4. Develop design thinking that anticipates fabrication.
5. Communicate the language of architecture through dialog, modeling and drawing.

Assessment

Expected learning outcomes of this course will be assessed through:

1. Evaluation of individual research, development and production contributions to the collective project.
2. Evaluation of final outcome of the collective project.
3. Evaluation of individual documentation submitted digitally for review.

syllabus

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock



Figure 2: Land Arts base camp at Muley Point, Utah, 2015.

As a designated **Communication Literacy** plan course, assessment will also include:

- **Context of and Purpose for Writing** (Research) will be assessed through demonstration of a thorough understanding of context, audience, and purpose responsive to assigned tasks and focusing all elements of the work.
- **Content Development** will be assessed through use of appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
- **Sources and Evidence** will be assessed through demonstration of skillful use of high-quality, credible, relevant sources to develop ideas appropriate for the discipline and genre of the writing.
- **Syntax and Mechanics** will be assessed through use of graceful language that skillfully communicates meaning to readers with clarity and fluency without error.

National Architectural Accrediting Board (NAAB)

CRITERIA

Professional Communication Skills: ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public. (Criteria A.1)

syllabus

chris taylor

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock



Figure 3: Land Arts base camp on Mormon Mesa, 2015.

Final Review & Project Due Dates

Confirm course schedule for the project due dates. It is vital all work be complete and ready for presentation and discussion when due as well as full participation in all class sessions.

COURSE METHODOLOGY

This is an active design research-based course that will allow and require students to develop working and collaborative design methods. Cultivating productive educational contexts are the responsibility of both student and faculty. Therefore, it is expected students will be self-driven and take an active role in establishing the momentum of the course. The course will generate, cultivate and archive research methodologies and design processes. Content will be examined collectively through discussion of proposals and references, through composited visual work circulated digitally, and through the development of formal working drawings and verbal critiques. At its root, this course is about assembling and preparing a body of research for future action. The labor of this course seeks to set a stage for the build-out of the Land Arts Support Vehicle, and for the continued trajectory of students' architecture education.

syllabus

chris taylor

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

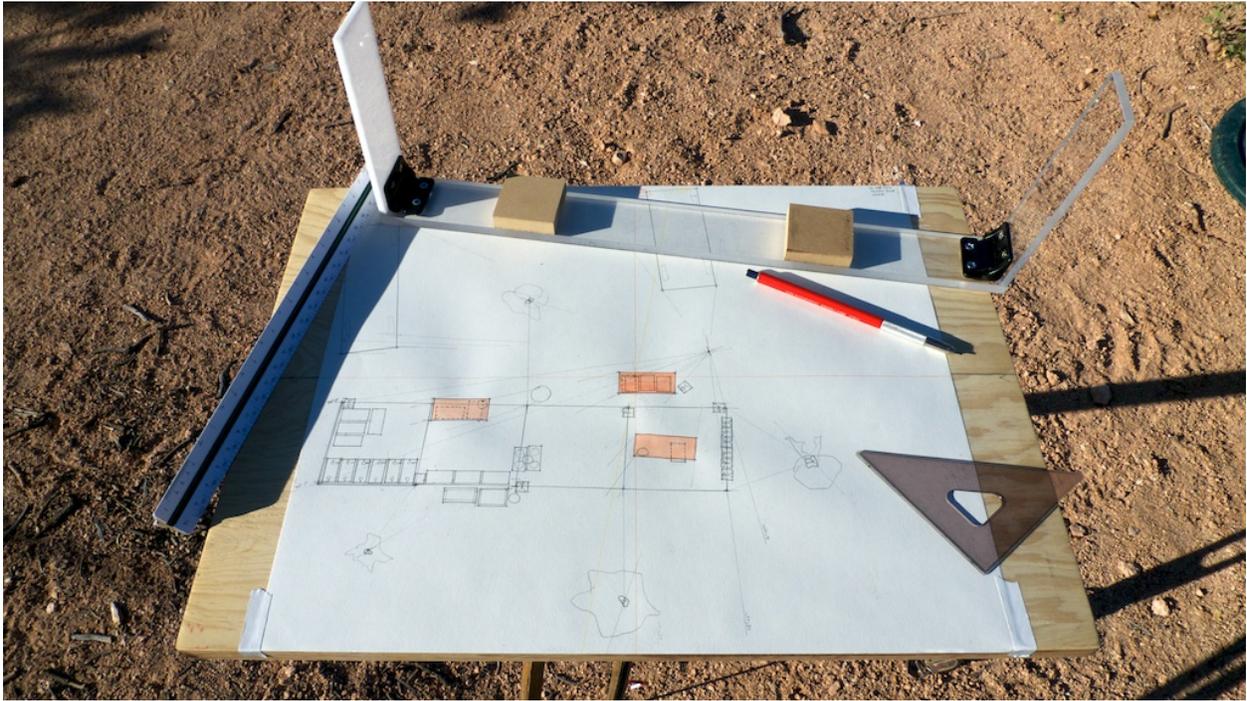


Figure 4: Land Arts base camp drawing, 2011.

DELIVERABLES

The primary work products of the course will occur in collective and individual research and design products. They include:

- 1) **Digital Model** ~ truck, gear, buildout.
- 2) **Working Drawings** ~ overall views, sections, plans and fabrication details.
- 3) **Equipment Inventory & Library** ~ modeled library and itemized index of gear and components with relevant backup for suppliers and reference details.
- 4) **Materials take off & Budget** ~ items needed for fabrication or subcontracting with working budget.
- 5) **Personal Research Notebook** ~ collector of process, notes, and findings.

COURSE REQUIREMENTS

Course Ethics, Work & Dialog

To be an effective participant in the course each student is expected to have completed all preparatory readings and new work prior to the beginning of class meetings. Given the nature and intensity of the education of an architect, it is vital that all participants help create a constructive and appropriate culture of inquiry within the college. It is essential that the classroom be a space of production and exploration. During group discussions, it may not be necessary to talk about every project, as each student is expected to draw relevant feedback into their own work. Students are encouraged to ask questions and engage in critical dialog of all work within the course. Students are expected to attain or acquire the necessary analog and digital skills necessary to complete the work and spend a significant amount of time working on projects outside of class time.

syllabus

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock



Figure 5: Land Arts predeparture load up, 2009.

REQUIRED TOOLS & MATERIALS

This course will involve the rigors of traditional research and design abilities of visionary project development. Coursework will cover a range of digital outputs and working methods. Students should be prepared to acquire skills as necessary to best develop the work. All work will be submitted in digital form.

REFERENCES & REQUIRED TEXTS

There is no required text. Readings and reference materials will be made available online, and be researched, acquired, and shared by students. Asynchronous reading discussion participation required. Initial references include:

- Ballard, J.G. *The Best Short Stories of J.G. Ballard*. New York: Picador, 1978.
- Banham, Reyner. *Scenes in America deserta*. Salt Lake City: Gibbs M. Smith, 1982.
- Banham, Reyner. "House is not a Home," *Art in America*, 1965.
- Blauvelt, Andrew. *Hippie Modernism: the struggle for utopia*. Minn.: Walker Art Center, 2015.
- Bowden, Charles. "Contested Ground," in *Orion*. Nov/Dec 2009, pp. 18-25.

syllabus

chris taylor

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

- Ciudad Abierta. *Amereida*. Valparaiso, Chile: Escuela de Arquitectura y Diseño PUCV, 2011 (originally published 1967).
- Coolidge, Matthew, Sarah Simons (eds). *Overlook: Exploring the Internal Fringes of America with the Center for Land Use Interpretation*. New York: Metropolis Books, 2006.
- Douglas, Sam Wainwright (director). [*Through the Repellent Fence*](#). Big Beard Films, 2017.
- Flam, Jack, (ed.). *Robert Smithson: The Collected Writings*. Berkeley: University of California Press, 1996.
- Hämäläinen, Pekka K. *The Comanche Empire*. New Haven, Conn: Yale University Press, 2009.
- Handwerker, Margo and Richard Saxton (eds.). *a Decade of Country Hits: art on the rural frontier*. Heijningen: Jap Sam Books, 2014.
- Hays, K. Michael and Dana Miller (eds). *Buckminster Fuller: starting with the universe*. New Haven and London: Yale University Press, 2008.
- Isaacs, Ken. *How to Build Your Own Living Structures*. New York: Harmony Books, 1974.
- Jongerius, Marie-José and Hans Gremmen. *Edges of the experiment: the making of the American landscape*. Amsterdam: Fw:Books, 2015.
- Judd, Donald. "Specific Objects". *Arts Yearbook* 8. 1965.
- Klingan, Katrin, Ashkan Sepahvand, Christoph Rosol, and Bernd M. Scherer. *Grain Vapor Ray: Textures of the Antropocene*. Cambridge, Mass: The MIT Press, 2015.
- Lippard, Lucy. *Undermining: a wild ride through land use, politics, and art in the changing west*. New York: The New Press, 2014.
- Lopez, Barry. *The rediscovery of North America*. New York: Vintage, 1992.
- Lopez, Barry. *Horizon*. New York: Knoff, 2019.
- Manaugh, Geoff (ed). *Landscape Futures: Instruments, Devices and Architectural Inventions*. Barcelona: Actar D, 2012.
- Misrach, Richard. *Desert Cantos*. Albuquerque: University of New Mexico Press, 1987.
- Pastan, Rachel. "Meandering Zone" in *The Common*, Issue 13, 25 Apr 2017.
- Pye, David. *The Nature and Art of Workmanship*. Bethel, CT: Cambium Press, 1995.
- Ray, Mary-Ann. *Seven Partly Underground Rooms and Buildings for Water, Ice, and Midgets – Pamphlet Architecture No. 20*. New York: Princeton Architectural Press, 1997.
- Scott, Felicity. *Ant Farm: Living Archive* 7. Barcelona: Actar D, 2008.
- SIMPARCH. *Burn It Up*. Chicago: SIMPARCH, 2003.
- Smith, Valerie. *Juan Downey: The Invisible Architect*. Cambridge & New York: MIT List Visual Arts Center and Bronx Museum of the Arts, 2011.
- Smout, Mark and Laura Allen. *Pamphlet Architecture 28: Augmented Landscapes*. New York: Princeton Architectural Press, 2007.
- Solnit, Rebecca. *Savage Dreams: a journey into the hidden wars of the American West*. San Francisco: Sierra Club Books, 1994.
- Solnit, Rebecca. *Storming the Gates of Paradise: landscapes for politics*. Berkeley and Los Angeles: U. of California Press, 2007.
- Stringfellow, Kim (ed.). *The Mojave Project Reader, Volume 1*. Joshua Tree, California: The Mojave Project, 2017.
- Strunk, William, EB White, and Maira Kalman (illustrator). *The Elements of Style illustrated*. New York: Viking, 2005.

syllabus

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

- Taylor, Chris, and Bill Gilbert. *Land Arts of the American West*. Austin: University of Texas Press, 2009.
- Taylor, Chris, et al. *Incubo Atacama Lab*. Santiago, Chile: Incubo, 2008.
- Taylor, David. *Working the Line*. Santa Fe: Radius Books, 2010.
- Wagstaff, Sam. "Talking with Tony Smith". *Minimal Art: a critical anthology*. Berkeley: University of California Press, 1995, pp. 381-386.
- Woods, Lebbeus. *Radical Reconstruction*. New York: Princeton Architectural Press, 2001.



Figure 6: Land Arts base camp drawing, 2011.

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

SCHEDULE

Attendance in all College Lecture Series events is required.

Meetings will be on Zoom unless noted otherwise. In person meetings will be confirmed at least a week in advance.

| | | | |
|-------|----|-----|--|
| WK 1 | 20 | JAN | Introduction/Overview/Organization |
| WK 2 | 25 | JAN | Begin Inventory/Index - <u>in personal meeting</u> at Combine (3608 Ave A, Lubbock // <u>masks required</u>) to measure equipment |
| | 27 | JAN | Measure follow up (if needed) / modeling |
| WK 3 | 1 | FEB | Inventory progress |
| | 3 | FEB | Begin Systems Research |
| WK 4 | 8 | FEB | Inventory / Systems progress |
| | 10 | FEB | Inventory / Systems progress |
| WK 5 | 15 | FEB | Inventory / Systems progress |
| | 17 | FEB | Inventory / Systems Review |
| WK 6 | 22 | FEB | Begin Integration |
| | 24 | FEB | Integration progress |
| WK 7 | 1 | MAR | Integration progress |
| | 3 | MAR | Integration progress |
| WK 8 | 8 | MAR | Integration progress (<u>possible in person meeting</u>) |
| | 10 | MAR | Begin Design Development |
| WK 9 | 15 | MAR | Design Development / Integration progress |
| | 17 | MAR | Design Development / Integration progress |
| WK 10 | 22 | MAR | Design Development / Integration progress |
| | 24 | MAR | Begin Working Drawings |
| WK 11 | 29 | MAR | Working Drawings / Design Development / Integration progress |
| | 31 | MAR | Integrative Design Review |
| WK 12 | 5 | APR | No Class - Holiday |
| | 7 | APR | Working Drawings progress |
| WK 13 | 12 | APR | Working Drawings progress (<u>possible in person meeting</u>) |
| | 14 | APR | Working Drawings progress |
| WK 14 | 19 | APR | Working Drawings progress |
| | 21 | APR | Working Drawings progress |
| WK 15 | 26 | APR | Working Drawings progress |
| | 28 | APR | Working Drawings progress |
| WK 16 | 3 | MAY | Final Work Presentation / Review (<u>possible in person meeting</u>) |
| | 4 | MAY | Last Day of Classes |
| | 7 | MAY | Final Exam: all final work and documentation due by 8am |

syllabus

chris taylor

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

ACADEMIC REGULATIONS

Please consult the following websites for information on dropping a course, on how to report illness or absence due to religious observance, and academic integrity: Texas Tech Undergraduate Academic Catalog, Student Handbook, and Code of Student Conduct. Should any changes in the syllabus be required during the course of the semester in-class announcements and/or electronic postings will be made to alert all students. Check announcements on the course website often.

Academic Integrity

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. Source: Texas Tech University Quality Enhancement Plan.

Attendance

Each student is allowed three unexcused absence in the design studio. Each additional absence will cause a 2-point deduction from the student's final grade. All absences are considered unexcused except for absences due to religious observance or officially approved field trips. Students are expected to comply with rules for reporting student illness requiring absence from class for more than one week. See University Academic Regulations.

Attendance is defined as full participation in all studio activities including group and individual critiques, lectures, presentations, demonstrations, discussions, in class assignments, and possible field trips. Attendance requires students have their sketchbook, computer, tools, supplies and work available for all studio actives. Excessive tardiness, leaving early, lack of participation, walking in and out of lectures, undivided attention, and disruptive behavior will count as an absence. Working on assignments from other classes is not be allowed during class time.

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

syllabus

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

- 1) If you are ill and think the symptoms might be COVID-19-related:
 - a) Call Student Health Services at 806.743.2848 or your health care provider.
 - b) Self-report as soon as possible using the [ttucovid19.ttu.edu](https://ttu-covid19.ttu.edu) management system. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
 - c) If your illness is determined to be COVID-19-related, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification to your instructors.
 - d) If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

- 2) If you are ill and can attribute your symptoms to something other than COVID-19:
 - a) If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
 - b) During the health provider visit, request a "return to school" note;
 - c) E-mail the instructor a picture of that note;
 - d) Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

Civility in the Classroom

Faculty and students are expected to assist in maintaining a productive environment at all times that is secure, quiet, respectful, mutually civil, and conducive to working individually and in teams, and to listening to the instructor and to other students. See College Studio Culture Policy. Students are required to comply with the College Academic Policies for Attendance, Building and Shop use, Retention of Student Work, and the University Student Code of Conduct.

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 <http://www.depts.ttu.edu/ethics/>.

syllabus

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

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 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, <http://www.depts.ttu.edu/sds/>.

Religious Holy Day

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Discrimination, Harassment and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at <http://www.depts.ttu.edu/titleix/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, <http://www.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/ttupd/> (To report criminal activity that occurs on or near Texas Tech campus.)

syllabus

LAND ARTS SUPPORT VEHICLE

2021 ARCH 3314-007 – College of Architecture
Texas Tech University – Lubbock

LGBTQIA Support

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, 806.742.5433 <http://www.depts.ttu.edu/centerforcampuslife/lgbtqia/>.

Grading

Evaluation of student performance is based on on individual productivity evidenced in the ambition of daily class progress, and the resolution of final products presented formally over the duration of the term. Everything relative to the course production is part of the process. Final presentations are our exams. Persistent production and hard work are expected. Improvement and growth is essential. Instructor conducts expert reviews of overall student performance, relative to all students in the course, following major stages of the semester. Evaluations are based on years of experienced review of student work and are not negotiable. Attendance is vital to success in this studio (be sure to review the Attendance Policy listed above). Participation in lectures and events outside class are also required as vital to your education as an architect.

Grading will follow the criteria of the college Grade Definitions and evaluations will be provided at the conclusion of each stage of the studio. Evaluation are considered relative to **intention, development, and resolution** of each project on a 0-100 scale and project weighting for the semester will be:

Project weighting for the semester will be:

| Component | = | Percentage |
|----------------------------|----------|-------------------|
| Inventory / Systems | = | 20% |
| Integrative Design | = | 25% |
| Final Review | = | 45% |
| Personal Research Notebook | = | 10% |
| Participation | = | 10% |
| Total Grade | = | 100% |

All work must be completed on time. Expect at least one letter grade reduction for late or incomplete work. No extra credit is available in this course. Failure to clear out individual and collective studio space by the studio clean out date at the end of the term will result in a letter grade reduction.

syllabus

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