

SYLLABUS

ARCHITECTURAL GRAPHICS

- 0.1 **ARCH 4290** - Section 400 - Undergraduate
- 0.2 Curriculum Requirement:
ARCH 4290 3 Credits: Meets Requirements of Undergraduate Study
- 0.3 Course meets 12:30pm to 2:00pm T/ 12:00pm-1:30pm F
- 0.4 Spring 2014 semester
- 0.5 **Lecturer:** Ashley Jennings
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office: 843.577.7030
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Director: Ray Huff
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- 0.6 Office Hours: *by appointment only*
- 0.7 Professor's Office Location:
538 King Street
Charleston, South Carolina 29403

1. Course Description

Drawing is an essential method of conceptualization and the principal medium for communication in architecture. Exploring Michael Graves' three types of drawings: the "referential sketch," the "preparatory study" and the "definitive drawing," students will develop drawing and visual communication skills through practice in three stages. This course will be implemented in studio method: students will complete a series of drawings with rapid iteration; there will be frequent informal reviews; and precedent from previous work will be essential to the process. This course will provide students with an understanding of the concepts, skills, techniques, and strategies of visual presentation/graphics as they relate to the design professions - architects/landscape architects.

2. Goals and Objectives For The Course

Students will learn to master the ability to develop, refine, and communicate an idea through sketching:

1. develop an ability to build a visual inventory and analysis of place
2. learn to use iterative drawing studies as a tool for design
3. learn to develop descriptive diagrams and drawings for communication

3. NAAB Learning Outcomes

The material covered in this course offers students proficiency at the graduate level in the following subject areas as defined by the National Architectural Accrediting Board (NAAB):

Primary Focus

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

Secondary Focus

A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

4. Semester Topical Outline

4.1 TOPICS

PART ONE: Building Study One-Recto/Verso

1.1 Referential and Analytical sketch

PART TWO: Building Study Two-Pasticcio

2.1 Referential sketch

2.2 Analytical sketch

2.3 Technical sketch

PART THREE: Building Study Three-Modeling

3.1 Referential sketch

3.2 Analytical sketch

3.3 Technical sketch

PART FOUR: Building Study Four-Perspective

3.1 Referential sketch

3.2 Analytical sketch

3.3 Technical sketch

PART FIVE: Presentation Book

4.2 GRADED COMPONENTS

The graded components of the course will be weighted as follows:

PART ONE:		5% total
PART TWO:		21% total
Assignment 2.1	(7%)	
Assignment 2.2	(7%)	
Assignment 2.3	(7%)	
PART THREE:		24% total
Assignment 3.1	(8%)	
Assignment 3.2	(8%)	
Assignment 3.3	(8%)	
PART FOUR:		24% total
Assignment 3.1	(8%)	
Assignment 3.2	(8%)	
Assignment 3.3	(8%)	
PART FIVE:		16% total
CLASS PARTICIPATION		5% total
<u>DOCUMENTATION</u>		<u>5% total</u>
Total		100%

5. Prerequisites

Preq for 4290: Junior standing.

6. Required Textbooks And Other Readings

All texts for reading assignments will be on file in the CACC library. Selections will include:

Bachelard, Gaston, *The Poetics of Space: The Classic Look at How We Experience Intimate Spaces*, Boston, MA: Beacon Press, 1994.

Pallasmaa, Juhani, *The Thinking Hand (Architectural Design Primer)*, West Sussex, UK: John Wiley & Sons Ltd, 2009.

7. Semester Schedule of Reviews, Tests And Final Examination

F 1.10	course intro/sketch exercises
T 1.14	seminar/sketch exercises
F 1.17	project 1 intro, site work
T 1.21	site work, reading 1 assigned
F 1.24	project 2 intro, site work
T 1.28	site work, reading 2 assigned
F 1.31	seminar: analysis/site work
T 2.4	site work
F 2.7	seminar: collage/site work
T 2.11	studio work
F 2.14	project 2 review
T 2.18	project 3 intro
F 2.21	site work, reading 3 assigned

T 2.25	site work
F 2.28	seminar: analysis
SPRING BREAK	
T 3.11	site work, midterm reviews
F 3.14	studio/site work
T 3.18	seminar: modeling/site work
F 3.21	modeling/site work
T 3.25	project 3 review
F 3.28	project 4 intro
T 4.1	site work
F 4.4	site work, reading 4 assigned
T 4.8	seminar: analysis-perspective
F 4.11	site work
T 4.15	studio/site work
F 4.18	project 4 review/project 5 intro
T 4.22	studio work
F 5.2	course documentation due
TBD	final review

8. Assessment of Student Performance: Policy And Scale

8.1 EXPECTATIONS

Students will be expected to be:

- actively engaged in each class discussion and assignment
- committed to the proposed method and process of each drawing technique
- committed to an excellent level of craft

8.2 CRITERIA FOR EVALUATION

Students will be evaluated according to four criteria: concept, craft, content, and completion.

8.4 DOCUMENTATION

Documentation of one's work is a critical aspect of being a professional and building a career. In many ways, the documentation is the culmination of the design process and the final manifestation of the work itself. It is, ultimately, the only thing that survives. All work produced at the CAC.C by the students is rightfully the property of Clemson University and will be kept or returned to students at the professor's discretion. Documentation of coursework will be required, and will be due at the end of the semester. Students who fail to submit the documented work prior to final exam date will receive a 5% deduction of the final grade average. **Requirements for documentation are outlined in the CACC-Student Handbook.**

8.5 GRADING

The purpose the grading is to measure student accomplishment against the purpose and requirements of the course. Evaluations will be distributed at intervals during the semester and will indicate performance according to the stated criteria of evaluation. Students are expected to use this system to monitor and adjust their performance and to seek additional support from the professor, as appropriate.

8.5.1. Effort vs. Product

Evaluations will be based primarily on student's work, rather than effort expended. Students are expected to acquire knowledge and skill, not merely endeavor to do so. Furthermore, each student will be measured against a common standard, meaning that students entering the course with lesser skill or knowledge may have to work harder to achieve the same grades as their more accomplished colleagues. Since grades will not be internally regulated by a performance standard (e.g., a bell-curve grade distribution), there is no pre-determined grade pattern for the course: there may, for example, be no A's—or all A's.

8.5.2. Grading Scale

Grades will be defined as follows:

A (90 - 100)	Excellence in most areas of evaluation, high competence in others
B (80 - 89)	High Competence in most areas of evaluation, competence in others
C (70 - 79)	Fulfilled all course requirements with competence. (Competence: the answering of all requirements; adequate fitness, ability, capacity; sufficient for the purpose.)

Undergraduate Only:

D (60 - 69)	Less than competent work in one or more areas of evaluation. One or more requirements lacking and/or sub-standard quality.
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F (Below 60) Substantially incomplete work and/or work of an unsatisfactory quality.

Graduate and Undergraduate:

INCOMPLETE Work left incomplete at the end of the semester due to circumstances beyond the student's control. See University requirements regarding incomplete grades.

8.5.3 Late Work

Late work will be one or more grades lower than similar work completed on time at the discretion of the studio professor, depending on the degree of lateness in the absence of an approved excuse.

8.5.4 Assignment Weighing

Grades for this course will be proportionally weighted across the term in accordance with the grade component chart. Consequently, it is beneficial to get off to a good start and to work consistently throughout the course. *(The system rewards hard and consistent work and discourages procrastination. It is not possible to ruin, or save, one's course grade on any single project. The grade will reflect a whole semester's work.)*

8.5.5 Breakthrough Factor

By stating the grading criteria, by delineating the weight accorded to each criterion, and by making regular evaluations available to the student, the professor endeavors to make the evaluation process as open and objective as possible. However an additional "breakthrough factor" may be applied to the final grade, the purpose of which is to reward students who demonstrate remarkable improvement in their work over the course of the term, which would not otherwise be recognized by this system. The breakthrough factor is awarded at the discretion of the professor, allowing a half-letter grade modification, and is thus weighted at 10% of the final grade. It is typically awarded to only a small percentage of the participants and is effective in changing a grade only in borderline situations.

8.5.6 Grading Systems Adjustments

The purpose of articulating a detailed evaluation process is to make grading as objective as possible; thus to empower students to understand and earn the grades to which they aspire. It is not the intention of such a system to be used against learning or fairness. Consequently, the professor reserves the right to make adjustments to the stated course structure to account for circumstances that were unforeseen when the course was designed. It may, for example, be advantageous to add or alter assignments or their criteria, or to modify criteria or project-weights, if it becomes evident that it is in the best interest of learning and fairness to do so. Such changes will appear on the gradesheet. Students will notify the professor within one week if such changes engender a hardship, after which time it will be agreed that students are in accord with the change.

8.5.7 Gradesheets

Grades will be calculated in a gradesheet that shows the assignments, their respective weight, the criteria of evaluation, their respective weight, and each student's performance. These will be periodically available to students. Students who may not understand the gradesheet, or who take issue with the grades as posted, should consult with the professor within one week of the respective posting, after which time it is agreed that students are in accord with the professor's evaluation.

Student evaluation in the creative arts is by definition subjective. The critic has established a general indication of the expectations of the studio. The responsibility of the critic is to inform the student of his/her progress during the course of study.

MID-TERM ASSESSMENT: The critic will meet with students privately to review their work and assess the performance of the student for the first half of the semester. It is an opportunity not only for the critic to report his evaluation of the student but for the student to discuss their performance, the effectiveness and the studio and the effectiveness of the critic. This is an opportunity for open and confidential dialogue about the student and student/critic relationship.

8.6 LEARNING CULTURE

The School of Architecture has established a document that outlines the expectations of a learning environment and culture for courses of study at the School and off-campus locations. You are encouraged to review the policy at the link: <http://www.clemson.edu/caah/architecture/about/policies-and-practices.html>

9. Materials and Supplies Required For Class

In general, the materials required for the class include, but are not limited to: Strathmore 400 Series 11x14 drawing pad, B/2B/4B/6B drawing pencils, 12" roll parchment trace, Niji Stylist Pen-Black, soft erasers. Specific additional materials may be required for assignments.

10. Attendance Policy

10.1 GENERAL

College work proceeds at such a pace that regular attendance is necessary for each student to obtain maximum benefits for instruction. Regular and punctual attendance at all class and laboratory sessions is a student obligation,

and each student is responsible for all the work, including tests and written work, in all class and laboratory sessions. No right or privilege exists that permits a students to be absent from any given number of class or laboratory sessions except as stated in the syllabus for each course. At the same, it is obvious that at times students have valid reasons for missing classes. The instructors are expected to be reasonable in the demands they place on students.

If a student fails to complete/submit a required class assignment/project due to a documented excused absence, the professor will determine a date and time when the assignment/project will be submitted and/or presented. There will be no penalty for such delay upon satisfactory review of the documented excuse. In the event of an unexcused absence on the date an assignment/project is due, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point assuming the work is eventually completed. If a student is unable to complete an assignment/project to an acceptable level of completion (determined solely by the professor) at the time and date required, the professor reserves the right to lower the grade evaluation for the assignment/project by up to one full grade point.

10.2 PROFESSOR'S AVAILABILITY

The instructor will be available by appointment, ashley@qjarch.net.

10.3 LATE PROFESSOR POLICY AND PROFESSOR ATTENDANCE

The instructor for this course is a full-time professional. Students are asked to wait for ten minutes past the class starting time in the event that the instructor is late. The School Office will notify students of a late arrival or absence. All work due on the day of the instructor's absence may be turned in at the next class meeting, along with the assignments for that day, without grade penalty. The instructor will make provision at the subsequent class period for making up the missed class.

11. Accommodations for Students with Disabilities

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at www.clemson.edu/asc.

12. University Academic Calendar and Policies

Students should consult the CACC Master Academic Calendar for additional relevant dates and deadlines.

13. Academic Integrity

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity."

Please refer to the graduate academic integrity policy at:

<http://gradspace.editime.com/AcademicGrievancePolicyandProcedures#integritypolicy>

<http://www.grad.clemson.edu/academicintegrity>

Each graduate student should read this policy annually to be apprised of this critical information.