Texas A&M University
Department of Architecture


CATALOG DESCRIPTION

Design communication in international and domestic environments away from the Texas A&M University campus; emphasis on the tools, methods and techniques for design communication. May be taken up to two times in the same semester. Prerequisite: For environmental design majors: ENDS 116; For landscape architecture majors: LAND 318, 319, 39, 330.

PREREQUISITES

For environmental design majors: ENDS 116; For landscape architecture majors: LAND 318, 319, 39, 330.

INSTRUCTOR INFORMATION

Professor: Supervising Professor Elton Abbott (various studio instructors)
Information contact – Santa Chiara office
Office Number: 055 – 657470
Email: stachiara@gmail ; eabbot@tamu.edu

CORE OBJECTIVES AND LEARNING OUTCOMES

Students will be exposed to techniques, processes and theories that shape artistic works in specific contexts. They will be able to identify key artists, works of art and movements within the local context. Students will investigate and understand the role of art and the artist in the expression of human experiences and the human condition. Each medium holds similarities, differences and relationships to one another and students will learn the visual language of art as related to the various media. This language is critical to the articulation of ideas as related to the final products.

Students will develop an appreciation of art as craft. Traditional and contemporary techniques of expression will be explored so that students can draw on precedent to examine creative and appropriate solutions to design problems. Site visits will enable relationships between form and context to be explored.

Students will understand the importance of self-reflection and reflexive judgment with respect to the development one's own work and the work of others. They will gain the ability to apply critical thinking to the creation of artistic works while being open and responsive to the suggestions of others. Students will appreciate that artistic works contribute to the enrichment of community. This notion of art extends its bounds beyond being a reflection of only personal values. Students will be able to understand art as conduits for culture. The student's understanding is maximized with an understanding that art makes significant contributions to transmitting ideas, values, attitudes, power, etc.
TOPICS

Week 1 Course introduction; the creative process
Week 2 Slide lecture
Week 3 Desk critiques
Week 4 Project presentations
Week 5 Desk critiques; journal submitted for review
Week 6 Slide Lecture; Guest lecture
Week 7 Desk critiques
Week 8 Project presentations
Week 9 Desk critiques
Week 10 Slide lecture; Guest lecture
Week 11 Desk critiques; journal submitted for review
Week 12 Slide lecture
Week 13 All final projects due; Project presentations
Week 14 Work on final exhibit

Note: Field trips will be announced and listed on the course calendar.

Final Exhibition – Date to be announced

Note: The final exhibit is a class project. Everyone is expected to participate. An exhibition statement, proposed floor plans of the exhibit, a flyer or booklet for the exhibit, a written press release, and individual intent statements for each piece exhibited are required.

GRADING

Final grades will be calculated using the following criteria:

- Productive in-class studio work – 40%
- Team presentation – 10%
- Successful completion of projects assigned – 45%
- Organization of the final exhibit – 5%

100%-90% = A; 89%-80% = B; 79% - 70%= C; 69%-60%= D; 59% & below = F

ASSIGNMENTS

Depending on the media selected, final projects include:

For Black and White Photography - a portfolio of the ten best photos
For Mixed Media – a portfolio of three best prints or collage
For Stone Carving – a portfolio of proposal sketches and one stone relief carving
For Jewelry - three small pieces or one large bronze piece
For Watercolor – a portfolio of the ten best compositions

TEXTBOOK

Select readings will be provided in digital format.

AMERICANS WITH DISABILITY ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637 or the International Programs Office on campus coordinating the Study in Italy Program.

SCHOLASTIC DISHONESTY

As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor

CARE OF FACILITIES

The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

STUDIO CULTURE POLICY

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio
reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as a place for open communication and movement, while respecting the needs of others, and of the facilities.