**SYLLABUS**

**VISUALIZATION**

0.1 **ARCH 4290** - Section 400 – Undergraduate  
**ARCH 6290** - Section 400 - Graduate

0.2 Curriculum Requirement:  
ARCH 4290 3 Credits: Meets Requirements of Undergraduate Study  
ARCH 6290 3 Credits: Meets Requirement of Graduate Study

0.3 Course meets 2:00pm to 3:30pm T/ 2:00pm-3:30pm TH  
0.4 Fall 2015 semester  
0.5 **Lecturer:** Ashley Jennings  
email: ashley@ajarch.net  
office: 843.577.7030  
cell: 843.810.0029  
**Director:** Ray Huff  
email: rhuff@huffgooden.com  
office 843.723.1747  
fax: 843.723.1847  
cell: 843.324.8869

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 what Michael Graves refers to as 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 as it relates to the design professions.

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):  

   **A1.** Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the greater public.

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 Preparatory sketch (analysis)  
   2.3 Definitive sketch  
PART THREE: Building Study Three + Modeling  
   3.1 Referential sketch (3d)  
   3.2 Preparatory sketch (2d)  
   3.3 Definitive sketch
PART FOUR: Building Study Four + Perspective/Narrative

3.1 Referential sketch
3.2 Preparatory sketch
3.3 Definitive sketch

PART FIVE: Folio

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

PART ONE: 5% total
PART TWO: 24% 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: 22% total
  Assignment 3.1 (8%)
  Assignment 3.2 (8%)
  Assignment 3.3 (8%)
PART FIVE: 15% total
CLASS PARTICIPATION 5% total
DOCUMENTATION 5% total
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, or accessible via e-book. Selections will include:


7. Semester Schedule of Reviews, Tests And Final Examination
T 8.25 course intro
TH 8.27 part one intro
TH 9.3 part one assembly/review
T 9.8 part two intro
TH 10.1 part two review
T 10.6 part three intro
TH 10.8 MIDTERM: all documentation of work to date to be submitted

T 10.13 FALL BREAK-NO CLASS
TH 11.19 part three review
THANKSGIVING BREAK
T 12.1 folio intro
TBD final review
TH 12.10 documentation due

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. 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.
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.

Excellence in most areas of evaluation, high competence in others. High Competence in most areas of evaluation, competence in others. Fulfilled all course requirements with competence. (Competence: the answering of all requirements; adequate fitness, ability, capacity; sufficient for the purpose.) Less than competent work in one or more areas of evaluation. One or more requirements lacking and/or sub-standard quality. Substantially incomplete work and/or work of an unsatisfactory quality. Work left incomplete at the end of the semester due to circumstances beyond the student’s control.

8.5.4 Assignment Weighing
Grades for this course will be proportionally weighted across the term in accordance with the grade component chart in 4.2. 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.
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@ajarch.net.

10.3 LATE PROFESSOR POLICY AND PROFESSOR ATTENDANCE
Students are expected to be in class during all sessions, unless they have notified the professor in advance and received approval to miss all or part of the studio. Given the obligations of the professor, it is likely she will have to miss some of the sessions, in which case students should continue with the classwork themselves. Given the nature of a studio setting, students are not permitted to leave studio for the sole reason the critic is not in attendance.

In the event that the professor is absent from a session at which student work is due, students should proceed with the previously assigned work. All work due on the day of the professor’s absence may be turned in at the next class meeting, along with the assignments for that day, without grade penalty.

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If the professor knows in advance that she will be late or absent, she will contact the studio and notify a representative student of the situation and request that notification be made to all students in attendance.

10. 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.

11. Sexual Harassment Statement
The Clemson University Title IX (Sexual Harassment) statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.

The policy is located at http://www.clemson.edu/campus-life/campus-services/access/non-discriminationpolicy.html. Jerry Knighton serves as Clemson's Title IX coordinator and he may be reached at knightl@clemson.edu or 656-3181.

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.editme.com/AcademicGrievancePolicyandProcedures#integritypolicy
http://www.grad.clemson.edu/academicintegrity

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