

Clemson University School of Architecture
Clemson Architecture Center Charleston
Spring 2024

LARC 3190.000 (3 credits)
ARCH 4160.000 (3 credits)
ARCH 6160.000 (3 credits)

Monday | Thursday 1:30 – 3:20pm

Design Studio, Clemson Design Center + Charleston, Cigar Factory

If the faculty member is late to class, students should utilize that time to work on their drawing assignment for the duration of the class.

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Student Hours: by appointment only

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Course Description

LARC 3190 Off-Campus Field Study (3 credits)

Provides students with an understanding of the concepts, skills, techniques, and strategies of visual presentation and graphics as they relate to the design professions: architects/landscape

ARCH 4160 Field Studies in Architecture (3 credits)

Documentation and analysis of architectural structures observed during off-campus travels in graphic and written form. May be repeated for a maximum of six credits. Preq: Junior standing.

ARCH 6160 Field Studies in Architecture (3 credits)

Documentation and analysis of architectural structures observed during off-campus travels in graphic and written form. May be repeated for a maximum of six credits.

Course Overview

The role of freehand drawing in architecture has always been closely allied with design itself. Freehand drawing not only facilitates the representation of the architect's vision, but also and most importantly, infuses the design process with the enigmatic qualities that transform architecture from a purely technical field into an artistic one. This course seeks to position freehand drawing not only as a skill for representing the three-dimensional world, but also as a mechanism for learning to more critically "see" and understand that world. In doing so, this course will augment the existing design curriculum by providing a set of basic skills that can be integrated into any presentation or drawing.

With the advent of new computer technologies, the nature of "drawing" is ever-changing. As the academic and professional worlds of architecture grapple with the role of drawing by hand versus drawing by computer, this course positions itself above the debate. However, it is the bias of the course that the immediacy achieved by freehand drawing is essential in training your eye to see. Skills learned through the hand-eye connection are invaluable to the drawing and design process. Moreover, these skills are not only easily transferable for use in the digital medium, but are also essential for all types of drawings no matter the mechanism.

Learning Outcomes

Students will learn architectural freehand drawing skills. Through specific drawing exercises aimed at improving basic skills, students will develop a methodology for representing the surrounding three-dimensional world. This process will yield a series of exquisite drawings.

Course Materials and Supplies

Required materials for the course include, but are not necessarily limited to the following: Lead holders, corresponding leads (HB) (H) (2H), soft erasers, and lead pointers, (1) new 8.5"X11" bound sketchbook, (1) 11"X14" 400 Series / Best Strathmore drawing tablet.

Course Requirements

The course is comprised of five sections. The first four sections will focus on a specific set of skills. The fifth section will serve to combine the previous four into a final analytic drawing project. For each section students will produce a series of study drawings, culminating in the production of a final detailed 11"X11" freehand drawing.

Each student will select a significant building located in the City of Charleston. This building will serve as that student's drawing subject for the entire semester. Students will document their subject extensively through photography. Drawings for the course will be based from both photographs and field sketches. At the end of the semester each student will have a case study of their building consisting of 5 finely crafted architectural drawings.

The classes will be broken into four types:

1. Introduction to new project / concepts and skills
2. Field on-site studies
3. In-studio drawing development
4. Drawing review (pin-up and discussion)

The course subject matter is as follows:

Section 1 – CONTOUR

Technique: The role of the single line in creating space

Focus on the solid + void relationship

Section 2 – CROSSHATCH

Technique: The repetition of line to create surface and depth

Focus on creating depth in elevations through contrast

Section 3 – PERSPECTIVE

Technique: The dissolution of line into a continuous field of tone

Focus on three-dimensional representation on a two-dimensional surface

Section 4 – TEXTURE

Technique: textural rendering to express the materiality of objects

Focus on the detail

Section 5 – TRANSFORMATION

Analytic drawing combining all the skills

There will be one final drawing for each of the five sections. These drawings will be supplemented by numerous study drawings and sketches.

***Graduate Student Distinction**

In addition to the five sections, Graduate students will be required to make an extra presentation to the class. This presentation will center on how drawing has impacted the work or career of a specific architect/designer of their choosing.

Course Schedule (See full schedule for course requirements / deadlines)

Grading

Grading for this class will reflect your level of effort, commitment, the depth and clarity of inquiry you achieve, range of issues addressed and your consistent progress throughout the semester to completion of the final product. This will not only include competence with respect to the architectural product but also to the level of understanding and integration of the various issues we will be discussing throughout the semester. Note that all grades are made final at the end of the semester based on overall work throughout the term. Progress grades will be assigned in the respective areas throughout the semester and are subject to change based on level of work after the grade has been posted. Any assignment can be revised throughout the semester. Any revised work must be presented to the faculty member with clear articulation of changes made from previous submission. Any discussion of grades is to happen during office hours or by appointment and not during class time. Grades for any assignment cannot be improved above a C for work that was not submitted by the due date. Note that grades will be adjusted by the end of the semester, sooner if time permits.

All assignments will be evaluated according to the following equally weighted criteria:

- Content
- Precision
- Completion

Final drawings for Sections 1-5 each count 18% of the grade (90% total)

Field study drawings, class participation, and graduate student presentations, count 10%

The Clemson University grading system is as follows:

90% - 100%	A-Excellent indicates work of a very high character, the highest grade given.
< 90% to 80%	B-Good indicates work that is above average, though not of the highest quality.
< 80% to 70%	C-Fair indicates work of average or medium character.
< 70% to 60%	D-Pass indicates work below average and unsatisfactory, the lowest passing grade.
< 60%	F-Failed indicates that the student knows so little of the subject that it must be repeated in order that credit can be received.

Graduate Students will be graded using + / - based on percentage of points earned:

A	93%	B+	87%	C+	77%	F	< 60%
A-	90%	B	83%	C	73%		
		B-	80%	C-	70%		

I-Incomplete indicates that a relatively small part of the semester's work remains undone. Grade *I* is not given a student who made a grade *F* on his/her daily work. The incomplete grade is calculated as an *F* in the student's grade-point average until the work is made up and a final grade is assigned. Instructors and students will resolve the Incomplete grade as soon as possible, but not to exceed thirty days from the first day of classes in the next scheduled session (excluding summer sessions and regardless of the student's enrollment status). Students will contact instructors in a timely manner so that instructors can provide a reasonable opportunity to complete remaining work. Normally, only one extension for each *I* may be granted, and this under unusual circumstances. The extension must be submitted by the instructor of the course and will indicate the time limit. (Students under this policy are prohibited from removing the *I* by repeating the course.) A letter grade of *I* converts to *F* unless the incomplete is removed within the time specified.

W-Withdraw indicates that the student withdrew from the course or was withdrawn by the instructor after the first two weeks of classwork and prior to the last five weeks of classes, not including the examination period. Proportionate time periods apply during summer and other shortened sessions. For financial aid purposes, enrollment is defined and satisfactory academic progress levels are established as of midnight on the last day to drop without a *W* grade. Withdrawal can negatively impact financial aid eligibility if a student does not complete a sufficient number of hours. Details are available at www.clemson.edu/finaid.

P-Pass or *NP*-No Pass indicate a student has either passed or not passed a course approved to be taken as Pass/No Pass only. Students are not permitted to optionally take a letter-graded course as Pass/No Pass.

In Class / Out of Class Coursework Expectations and Engagement

The success of this class, including critiques and discussions depends upon your active participation, so your contributions are important. Your attendance isn't enough to make this course successful; it is expected that you will also participate regularly in class.

The nature of the assignments for this course demand a consistent effort for each project over a period of several weeks. Saving up a big effort at the end prior to a deadline will not suffice.

You must bring the project you are developing to every class and the materials necessary to continue your work while in class. As a guideline, for every 1 credit hour of a course it is expected that you will spend a minimum of 2 hrs outside the scheduled class devoted to coursework. As this is a 3 credit course, this equates to a minimum of 6 hours of time spent on the course beyond the scheduled meeting time.

Please keep in mind that the studio environment is a unique educational opportunity and one that you should take advantage of to its fullest in both class attendance (instructor contact hours) as well as by working in the studio outside of class time (to take advantage of student bonding, cross-pollination of ideas, to ask questions, to help get un-stuck as well as the ability to bounce the occasional idea off your professor in the hall or drag them to your desk in a time of

intellectual / creative need). It is our belief and something we have observed over the years that not attending class will generally jeopardize your ability to succeed.

Attendance and Engagement

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. Class attendance is essential to effective and successful academic study, whether virtual or in-person course delivery.

Attendance is required for the entire class meeting time and should be utilized to advance your project, engage in peer review / discussion with your professor and fully participate in class discussions. Absences may be excused only for reasons such as illness, family emergency, or circumstances outside of the student's control. In the event of a personal emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student's responsibility to secure documentation of emergencies, if required. More than three (3) absences is considered sufficient reason to lower your grade for the class by up to one letter grade. Additional absences beyond that will be reason to continue to lower your grade. More than six (6) absences (excused or not) will result in a final grade of "F" for failure to complete the course.

Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination. Course instructors shall hold all students with excused absences to the same standard for making up missed assignments or examinations. While course instructors should seek to make reasonable accommodation for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives.

Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act and/or as deemed appropriate by and verified through paperwork issued by Student Disability Services.

Attendance is required for all field trips, at sponsored events but not limited to, CAC.C / AIA CHS lectures, special CDC.C-sponsored events so designated by the director of the CAC.C or your course instructor.

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.

This course values peer to peer learning and students are encouraged to work both in and out of class with other students to discuss assignments. All work must be solely authored by the individual student or student team for every assignment. Sharing work or otherwise providing content for any assignment in the course with another student / student team is Academic Misconduct. Submitting work that was partially or fully completed by someone else is Academic Misconduct. Acts of Academic Misconduct will be reported to the Dean of Students.

Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

Section 410 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Falsifying a student's participation in the course by responding to any quizzes or submitting work not authored by that student is an act of Academic Misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

See the Undergraduate Academic Integrity Policy website for additional information and the current catalogue for the policy. For graduate students, see the current Graduate School Handbook for all policies and procedures.

Diversity Statement: (Adapted from University of Iowa)

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexual orientation, disability, age, first-generation college student, socioeconomic status, ethnicity, race, religion, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

In addition, in scheduling the course deadlines, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

Behavioral Expectations

To acknowledge and honor the tradition of the land-grant university, Clemson University is committed to developing and sustaining a culture of inclusion, social justice and diversity. Clemson's campuses are committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran's status, sex, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. Such an environment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our University. Acts of discrimination, harassment, sexual misconduct, dating violence, domestic violence, stalking, and retaliation will be addressed consistent with University policy.

The Clemson University Title IX Statement Regarding Non-Discrimination

The Clemson University Title IX 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 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. This Title IX policy is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Please know that if you choose to confide in me, I am required by the university to report to the Title IX Coordinator, as Clemson and I want to ensure you are connected with all the support the university can offer. You are not required to respond to outreach from the university if you do not want to do so.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

Mental Health and Wellness

Clemson strives to create a culture of support and recognizes that your mental health and wellness are equally as important as your physical health. We want you to know that it's OK if you experience difficulty, and there are resources to help you succeed emotionally, personally, and academically. Please see me, Mimi or Amanda to talk and connect to resources.

Counseling and Psychological Services (CAPS). During normal business hours, CAPS can be contacted by calling 864-656-2451. After hours and on weekends, CAPS can be contacted by calling 864-656-2222 asking for the CAPS on-call counselor.

Tigers Together

<https://www.clemson.edu/campus-life/healthy-campus/suicideprevention/>

988 provides 24 / 7 free and confidential support for people in distress, prevention and crisis resources to anyone to help prevent suicide.

Accessibility

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors through the AIM portal as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

You can access further information at the Student Accessibility website. Other information is at the university's Accessibility Portal.

Emergency Preparation

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from [Clemson University Public Safety](#).

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly.
2. Make a plan for how you would Run, Hide, and Fight in case of an [active threat](#) in this building, and those that you visit regularly. For example:
 - a. Run – what are all the possible exits in this building, and the routes to them?
 - b. Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?
 - c. Fight – What tools are available in this room and building, should you have to fight?
3. Ensure you are signed up for [emergency alerts](#). Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests.
4. Download the [Rave Guardian app](#) to your phone.
(<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
5. Learn what you can do to [prepare yourself](#) for the hazards that affect our locations.
(<http://www.clemson.edu/cusafety/EmergencyManagement/>)

Course Copyright

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