

**ENDS 106 Section 502
DESIGN FOUNDATIONS
Spring 2010-8:00-11:00-Monday and Wednesday**

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Office hours: 1:30-3:30-M & 10-12-TH Langford C-310

syllabus

I. CATALOG COURSE DESCRIPTION

106. Design Foundations II. (1-6). Credit 4. II, S Approaches to problem identification and problem solving emphasizing an awareness of human, physical and cultural factors influencing design; reinforcement of visual and verbal communication as applied to the design process. Prerequisite: ENDS 105.*

II. INTRODUCTION

The primary purpose of this course is to encourage holistic thinking and develop the individual's potential to self-actualize through design. Through an emphasis on creativity, understanding the visual/structural language of design, and the developing of the individual's self-confidence as a designer, the student develops a process of designing that is applicable at all scales.

Design exercises and projects demonstrate how the design process can integrate other fields of study in which the student is engaged. This integration will allow the student to combine the two dual objectives of the environmental design curriculum: to establish an environment for lifelong learning that allows each student to become a competent designer, and to become an educated person.

Students With Special Needs

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 such accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637. (V/TTY)

Academic Integrity Statement

The Aggie Honor Code

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

Students are referred to the Honor Council Rules and Procedures on the web

<http://www.tamu.edu/aggiehonor> <<http://www.tamu.edu/aggiehonor>>

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III. COURSE SCHEDULE

ENDS 106 meets on Monday and Wednesday from 8:00-11:00am. The studio-based learning model includes lectures, project reviews, and time for students to develop projects during this three-hour timeframe; therefore, students are expected to remain in the studio or vicinity for the assigned studio meeting times. Lectures and project reviews will take place throughout the

Langford Architecture Center, and each location will be announced just prior to the event. The studio, and all lectures and project reviews, are open to the public. Students may invite students from outside the studio, or other guests, as they wish.

As required by the National Architectural Accrediting Board, each student is assigned a work-station for class meeting times. Her/his work-station is accessible to the student on a 24/7 basis, and students enrolled in ENDS 106 are encouraged to take advantage of the availability of this individual work-station outside class hours.

Class Attendance

Attendance is required. Students learn from their studio peers, from other students, and from all the faculty members. If a student is absent, it is her/his responsibility to note the absence, in writing, and give the note to Professor Regan. Occasionally, studio meeting locations and assignment requirements will vary, and changes may be communicated via e-mail. It is each student's obligation to routinely check her/his TAMU e-mail for updates

IV. RECOMMENDED EQUIPMENT AND MATERIALS FOR DESIGN STUDIO

Equipment, tools and materials will be discussed the first week of class. The use of spray paint or other surface-altering materials is not permitted in the Langford complex, except in designated zones.

Cost Of Materials

The approximate cost of materials used during the semester varies greatly. Past estimates for ENDS 106 studios have been from \$100.00 to \$250.00.

V. ASSIGNMENTS

Studio Project Assignments

Studio projects are designed to develop the student's knowledge and understanding of the visual/structural language of design, her/his ability to design anything, and her/his competency in a design process. The type of project assigned and the length of time provided for the project will vary from week to week as the semester progresses. Individual projects will not be graded (see the paragraph on grading below in this document.)

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Grading System

The grading system for this course is unique. One goal of the education of a designer is to develop the ability for self-critique and self-evaluation. The grading system is an opportunity to assist the student in attaining that goal. During the semester, each student develops her/his own criteria set for evaluating a designer. Before the mid-term break, each student presents her/his criteria set for evaluating a designer for discussion with classmates in order to clarify the value of specific criteria. At the end of the semester, each student produces a written evaluation of her/himself based on her/his individual criteria set, then recommends a letter grade for her/his performance for the term. Professor Regan makes his own separate evaluation of the student's semester performance without knowledge of the student's evaluation. Professor Regan then compares the student's recommended grade and his own evaluation. If the two evaluations match, that grade is awarded. If the two differ, Professor Regan schedules a private meeting with the student to discuss the differing evaluations, and a final grade is decided through consultation at the meeting.

VI. REFERENCES

"The Ascent of Man," a video essay written and performed by Dr. Jacob Brownowski will be "required watching" for the fall term. The video series will be available on each student's computer; connection instructions will be given the first week of class.

Additional references from the College's Technical Reference Center and the TAMU Library will be assigned during the semester.