

:: ARCHITECTURAL DESIGN STUDIO III ::**Studio Sections**

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[CATALOG DESCRIPTION]

ARCH 2502. Architectural Design Studio III (5:2:8). Prerequisite: ARCH 2501. Basic-External. Introduces design skills that are external to architectural practice drawing as inquiries and analysis, integration of building elements, site and program.

[COURSE GOALS]

The purpose of this design studio is to insure the student obtains the methods and abilities to recognize and implement conditions of site analysis, incorporate architectural programming, and show evidence through architectural solutions issues into the design **process**. It is intended to teach the student the connection between contexts, user requirements, and to control the generation of architectural design processes.

Site. The architect must determine the appropriate cultural determinates, and other contextual forces (technology, site, climate, topological, etc.) in order for the design solutions to respond appropriately. The analysis of these conditions should be intensely investigated through a series of diagrammatic recognitions upon shifting into new constructed implementations.

Program. During architectural programming, the architect spends time determining how the design needs to adapt to the social needs of the user and client, responding to the way people live and work. Architectural programming gives us the knowledge to design spaces that are uniquely the clients and users. The programming process prepares the project intentions, including diagrams and sketches that communicate spatial adjacencies and requirements specifically derived from the user, client and context.

[NAAB STUDENT PERFORMANCE CRITERIA]**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.

A.6 - Fundamental Design Skills

Ability to effectively use basic architectural and environmental principles in design.

A.8 - Ordering Systems Skills

Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

B.1 - Pre-Design

Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and

standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B.4 - Site Design

Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Realm A: Critical Thinking and Representation

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

Realm B: Integrated Building Practices, Technical Skills and Knowledge

Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

[STUDIO STATEMENT]

This intensive studio will go through various phases, which will not necessarily be a linear sequence but an iterative dialogue between one set of exercises to another. Although the semester is divided into 4 phases, each are intended to inform the production of the primary 'studio project'. Each studio sections will be a direct response to these critical objectives described below through strict explorations of form, space, constructs, orders, capacities and fields. In order to properly accomplish the fundamentals of these topics, it is imperative to become meticulous when drawing, modeling, and representing. Therefore **the studio will focus not only on ideal tectonic concepts but also developing a language of processing and presenting data, space, and relationships.**

Phase 01_Precedent: Field Conditions (3 wks)

Various projects will be used to construct an intensive analysis study of how 'object' and 'field' conditions operate. Both the 'object' and the 'field' have tight connection to one another. These precedents are geared toward evaluating and analyzing the determinants and extensions between building to ground and ground to building. *Although all precedents should examine building to context relationships, specifics building list and analysis process is determined by section instructor.*

Phase 02_Site Diagramming (2 wks)

Determined by your instructor, you will conduct a series of diagramming exercises to extract critical information of an actual, existing site. These exercises may include, but not limited to *existing site plan*,

taxonomy (cataloging), photomontages, mapping systems and networks, identity of local ecologies, descriptions of artificial vs. natural, and/or figure v. ground. Additionally, the series should slip between multiple scales (macro-micro) such as moving from 'city' to adjacent site context.

Phase 03_Conceptual Investigations (3 wks)

This phase is set to intensively investigate conceptual development. The strategies and methodologies tested are to be determined by each individual instructor.

Phase 04_Site+Program (6 wks)

The studio project is the implementation of a civic facility, or rather a *community center*, which is sized between 3,000 – 5,000 SF of 'building enclosure'. Design solutions should be responsive to understanding spatial ordering systems, clarity of program development, site strategy articulation and responses (not necessarily site or 'landscape' design), and site-to-program relationships. Additionally, **the project must address the primary conditions of architectural resolutions: basic constant and variable dialogues, 'building' to 'context' relationships, clear expression of program organization (*path, place, transition, and servant*), enclosure strategies, basic structural systems, clarity of circulation strategies and sequences (both public and private), and surface treatment (*sub-divisions, surface definitions, and articulation of connections*).** Although the facility is a *community center*, the requirements and specifics of your itemized program are to be determined by your instructor.

Final Documentation Set (minimum requirements):

- _Site Plan
- _ Site Section(s)
- _ Floor Plan
- _Building Section(s) [2; Transverse & Longitudinal]
- _Axonometric(s) [2; Constructed, Sectional, and/or Exploded]
- _Process Models [Digital & Physical; Conceptual & Developmental]
- _Final Physical Model [w/ site context]

****You will be given specific instructions on drawings, models, and their pertinent scales at each submittal phase. Intermediate internal reviews will occur often and expect each student to be actively engaged in the discussions as well as being prepared for scheduled pin-ups and desk critiques. At the end of each phase, ALL WORK should be completed and pinned up for that phase and ready to begin the next.**

[LEARNING OUTCOMES]

This course is a continuation of ARCH 2501- Architectural Design Studio II and its learning outcomes. ARCH 2502 should reinforce and include the overall objectives of ARCH 2501. Upon the completion of ARCH 2502 the student will present evidence of:

- Understanding the concepts and principles of architectural programming and its role in the architectural design process. [integration of building elements, site and program]
- the ability to identify site context specific to a given architectural project and incorporate this information into an architectural design solution. [integration of building elements, site and program]
- the ability to identify and incorporate social activities into an architectural design solution. [integration of building elements, site and program]
- The ability to identify and incorporate cultural meaning into an architectural design solution. [integration of building elements, site and program]
- The ability to apply digital and analog Design Drawing and Diagramming to communicate the programmatic needs and design solutions. [drawing as inquiries and analysis]

[METHODS of ASSESSING LEARNING OUTCOMES]

Design criticism of drawings and models are a leading method of assessment for this studio course. Students are expected to ask questions and engage in critical discussions of the work. Adequate graphical representation of design ideas must be displayed in order to receive effective criticism. Therefore, each student must display a committed documentation of design work for each studio day. Only serious and significant new work that contributes and moves forward the general progress of the work will be discussed. This does not include superficial changes, repeated works, or merely verbal descriptions. During a group pinup, many times it will not be necessary to talk about every project. Therefore each student is expected to understand and apply criticisms of other students' work relevant to their own work. Students are expected to spend a significant amount of time working on studio projects outside of class time. Studio contact time is 10 hours per week. The work expected outside of studio time is an average of 20 hours per week. Experience has shown that students who work in studio after class hours on a regular basis have a greater degree of success in the course because they can discuss, clarify, and exchange ideas and methods with colleagues.

[STUDIO REQUIREMENTS]**Sketchbook_**

On a daily basis, students must have a sketchbook for continually collecting ideas and expressing thoughts through notes, sketches, and diagrams. It is required to have this journal/sketchbook with you in all studio meetings.

Text_

Individual studio instructors may make additional books, articles, and essays required which will be available electronically and/or on reserve.

Computer_

Students must provide and properly maintain their personal laptops which will be used for on-going studio assignments. Minimum Specifications can be found at http://arch.ttu.edu/wiki/2010-2011_Computing_Requirement. In addition to maintaining your machine, technical problems such as printing issues, server crashes, software incompatibilities, or machine failures are not expectable excuses for not having required assignment material at the time it is due. It is HIGHLY recommended that you purchase an external hard-drive or digitally backup your work on a regular basis throughout the semester.

Software_

Adobe Creative Suite 5.5 Design Standard; should include Acrobat, Photoshop, Illustrator, and In-Design (CS5.5 can be purchased at <http://www.texastechnologystore.com/> or <http://www.creationengine.com/>). Studio sections will require three-dimensional digital modeling software Rhino or FormZ, which will be determined by your specific studio instructor.

***NOTE: AutoCad 3D, Sketchup, or Revit are not allowed in this studio course.**

Materials_ (as required by instructor)

You will be required to purchase model-making consumables as the course progresses and assignments are made. Materials might include: paint**, gesso, vellum, tracing paper, bond paper, acetate, acrylic sheet, plastic, fabric, metal, piano wire, basswood**, mdf, plywood, blue or pink foam, foam-core, chipboard, museum board, etc.; healable cutting boards, metal straight edges, triangles, x-acto knives, etc. Extensive use of scanning, color ink jet, laser printing and laser cutter.

****NOTE: SPRAY CANS are not allowed. You may use the model shop's designated spray booths ONLY with the water-based spray guns. Additionally, the use of balsa wood is not allowed as a model building material.**

[ACADEMIC REGULATIONS]

Please consult the Texas Tech University Undergraduate and Graduate Catalog 2007-2008 (pp. 45-50) for information about *Dropping a Course, Reporting Illness, Absence Due to Religious Observance, and Academic Integrity*.

[ADA SYLLABUS STATEMENT]

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405. (see p. 4. TTU catalog or our web link).

[ARCHITECTURE BLDG POLICIES, STUDIO CULTURE, AND SHOP PROCEDURES]

Students must comply with ALL requirements as posted on the college web site.

http://arch.ttu.edu/wiki/Architecture_Building_Policies

[RETENTION OF STUDENT WORK]

The College of Architecture reserves the right to retain, exhibits, and reproduce work submitted by students. Work submitted for grade is the property of the college and remains as such until it is returned to the student.

[ATTENDANCE POLICY]

Students are responsible for attending all scheduled class meetings for the full class period. **A total of four absences are considered excessive, requiring the student to drop the class or receive a grade of "F" in compliance with drop deadlines.** All absences are considered unexcused with the exception of absences due to religious observance and officially approved trips (according to guidelines specified in the TTU Catalog). Students are expected to comply with TTU Center for Campus Life rules for reporting student illness requiring absence from class for more than one week, or immediate family member deaths. Attendance is defined as participation in all studio activities including group and individual critiques, lectures, presentations, demonstrations, discussions, in-class assignments, and possible field trips. Attendance requires students to have their computer, tools, materials, and supplies available for all studio activities; any tardiness, leaving early, lack of participation, walking in and out of lectures, undivided attention, goofing around, disruptive behavior, etc. will count as absences. Students are not allowed to work on assignments from other classes during studio. Required digital media studies must be printed prior to studio time. Have all of your previously completed prints and models available in studio because we will need to refer to these works during the design process.

[GRADING]

Evaluation of student performance is based upon daily studio process as well as product. Production and hard work are expected. Improvement and growth is key. The instructor conducts an expert review of overall student performance following major stages of the semester. This is not a quantifiable, exact, or mathematical assessment. It is based on years of experienced judgment of student work. The following general criteria will be considered: **(1) strength of idea; (2) articulation and development; (3) technical competency, clarity, and craft; (4) concise verbal/written presentation and the ability to ask relevant questions; (5) passion, commitment, dedication and work ethic.** All requirements and deadlines must be completed in a timely manner. Extensions to due dates will not be granted. *Expect a substantial reduction of your grade for late or incomplete work.*

Grades are defined as follows:

A - Superior/Excellent - Accurate and complete work that **exceeds** the level and requirements requested by the instructor. **Consistently** showing scholarly initiative, innovation, attempts, discrimination and discernment.

B - Above Average - Accurate and complete work meeting the requirements of the instructor, and **exceeding the level requested in a few.** **Often** showing scholarly initiative, innovation, attempts, discrimination and discernment.

C - Average - Accurate and complete work meeting the requirements of the instructor **and requiring minimal corrections.** Work satisfactory, but needs improvement. **Inconsistently** showing scholarly initiative, innovation, attempts, discrimination and discernment.

D - Unsatisfactory - **Work that is often inaccurate or incomplete,** not meeting the minimum requirements of the instructor. **Rarely** showing scholarly initiative, innovation, attempts, discrimination and discernment.

F - Unacceptable - **work that is unacceptable** therefore not defined.

[CALENDAR]

January 20, Friday: First Day of Studio

February 3, Friday: Last Day to Drop (without Penalty)

March 9, Friday; Mid-Term Review

March 10 – 18: Spring Break

March 28' Wednesday: Last Day to Drop (with Penalty)

April 9, Monday: No Classes

May 4, Friday: 2nd Year FINAL REVIEW

May 8, Tuesday: Last Day of Classes

***See attached calendar for specific studio assignment dates