

ARCHITECTURAL DESIGN STUDIO I • ARC K211

(Thursday 5:30 – 9:50pm)

Professor: Rick Staub, email Staub@PointOneArchitects.com
 Grading: Students will be graded on various projects in accordance with the following criteria:
 - How well the student identifies the problem;
 - The student's ability to gather problem solving data & information;
 - The student's ability to synthesize that data and information;
 - Creative communication of the architectural solution.

Course Objective: To introduce the Architecture student to the fundamental methodologies of an architect's decision making process. Students will work individually and in groups, as they apply their studies to the solutions of small "vignettes" or architectural projects that explore form and space design, and ordering systems. Emphasis in Design I is placed more upon the *path* of design and the decision making process, than a "polished" solution.

Text: Architecture: Form, Space & Order, and Design Drawing by Francis D.K. Ching

Form	Chapter 2	Order	Chapter 7
<u>Unit 1:</u>	Visual Proportions of Form: Shape, Massing, Transforming Text - p. 50.	<u>Unit 09:</u>	Ordering Principals: Hierarchy/Symmetry/Balance/Axis Text - p. 332.
<u>Unit 2:</u>	Additive Forms: Central/Linear/Radial/Cluster/Grid Text - p. 72.	<u>Unit 10:</u>	Ordering Progressions: Datum/Rhythm/Repetition/Layering Text - p. 358.
<u>Unit 3:</u>	Articulation of Forms: Edges/Corners/Surfaces Text - p. 94.	<u>Unit 11:</u>	Constructing Order: Signature/Interpretation
<u>Unit 4:</u>	Symbiotics of Form: Entry/Circulation/Struct./Space/Light Text - p. 247.	Proportion & Scale	Chapter 6
Form & Space	Chapter 3	<u>Unit 12:</u>	Proportion Systems: Applications of the Golden Section Text—p. 300.
<u>Unit 5:</u>	Defining Space: Horizontal/Vertical Elements Text - p. 114.	<u>Unit 13:</u>	Additional Proportions: Descriptive and Sacred Geometry (Handouts)
<u>Unit 6:</u>	Qualities of Space: Closure/Light/View/Openings Text - p. 175.	<u>Unit 14:</u>	Scale: Horizontal and Vertical Regulating Lines (Handouts)
<u>Unit 7:</u>	Spatial Relationships: Context/Circul./Unit:Whole/Links Text - p. 195.	<u>Unit 15:</u>	Scale: Designing the Registers (Handouts)
<u>Unit 8:</u>	Spatial Organizations: Central/Linear/Radial/Cluster/Grid Text - p. 204.	<u>Unit 16:</u>	Final Projects To be announced Presentations to Jury

Required Materials:
 (along with drafting)

- 12" role of cream or white trace
- HB pencils
- prismacolor pencils (muted tones of greys, greens, others)
- prismacolor markers (muted tones of greys, greens, others)

Educational Objectives:

- Understand the process of design through exploration, refinement and communication of ideas;
- Apply proper sketch techniques in the development of quality design illustrations;
- Develop quality and consistent stylistic design drawings;
- Develop through practice, stylistic uses of sketch media including pencil, prismacolor, charcoals, etc.;
- Master the ability to create a basic set of design presentation “boards” that includes:
 - Story Board (to inventory design exploration)
 - Evidence of the design path
 - Quality assembled presentation boards that amplify the design solution
 - Clear, controlled and communicative oral presentations

Course Requirements:

Students assemble a **portfolio**, consisting of the various drawings assigned throughout the semester.

Students are expected to work both in class and out of class, to execute the assigned drawings. The final portfolio is a critical part of the final grade and serves as an important work when transferring to a baccalaureate program.

Supplies:

Students can anticipate having to purchase drawing vellum and drafting supplies. These will prove useful in the student’s subsequent career in the construction industries.

ACADEMIC PERFORMANCE

Lecture Period:

Students shall respect the classroom environment. Professors invest valuable time in lecture preparation to make the course content organized, interesting, and understandable and to make the learning environment collegial. Unless specifically directed by the professor, students shall refrain from sending email and instant messages, or from engaging in other activities (reading non-course materials, engaging in private conversations and so on), that disrespect the classroom environment and learning conditions for others.

Access to the Internet can be a valuable aid to the classroom learning environment. Students are encouraged to use laptops, smart phones, and other devices in order to explore concepts related to course discussions and topics. Students are discouraged from using technology in ways that distract from the learning community (e.g. Facebook, texting, work for other classes, etc.) and if found doing so, will be asked to leave the classroom for the day and will not get credit for attendance that class period.

Assessment:

Assessment of your mastery of the Courses learning objectives may be administered through quizzes, exams, or essays. These are announced with ample preparation time and sometimes a study guide. Upon absence from a class in which an assessment is given, it is the student’s responsibility to request, coordinate and schedule, a makeup date and time with the professor. Assessments not made up within one week from when initially given will result a three point reduction from the score earned, per class period lapse.

Online Learning Portfolio

All students are required to maintain an online learning portfolio in Digication that uses the college template, in as much as it is pertinent and supported by outcome products of this course. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Integrity:

Any and all exams, papers or reports submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your professor.

In all of your assignments, including homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two), place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses. (See http://www.plagiarism.org/plag_article_how_do_I_cite_sources.html for more information on citing.)

If you are uncertain about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your professor beforehand.

Finally, you should keep in mind that as a member of the Three Rivers Community College community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits.

Be proud of your academic accomplishments and help to protect and promote academic integrity. The consequences of cheating and academic dishonesty may include a formal discipline file, possible loss of financial scholarship or employment opportunities, and denial of admission to a four year college.