
Architectural Design Studio

ARC-211L

Professor:

Mark A. Comeau

Office C-218

Office Hours:

Mon. 4:30-6:00 PM

Wed. 4:30-6:00 PM

Email:

mcomeau@trcc.commnet.edu

Sections:

30013 Thurs 5:30-6:20 PM D-124

30014 Thurs 6:30-9:50 PM D-124



COURSE DESCRIPTION

Architectural Design I introduces 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 on a "polished" solution.

Course Textbook

Textbook (required):

Ching, F.D.K. *Architecture Form, Space & Order*, 4th Ed., Hoboken: John Wiley & Sons, Inc., 2015.

ISBN 978-1118745083

Suggested Readings:

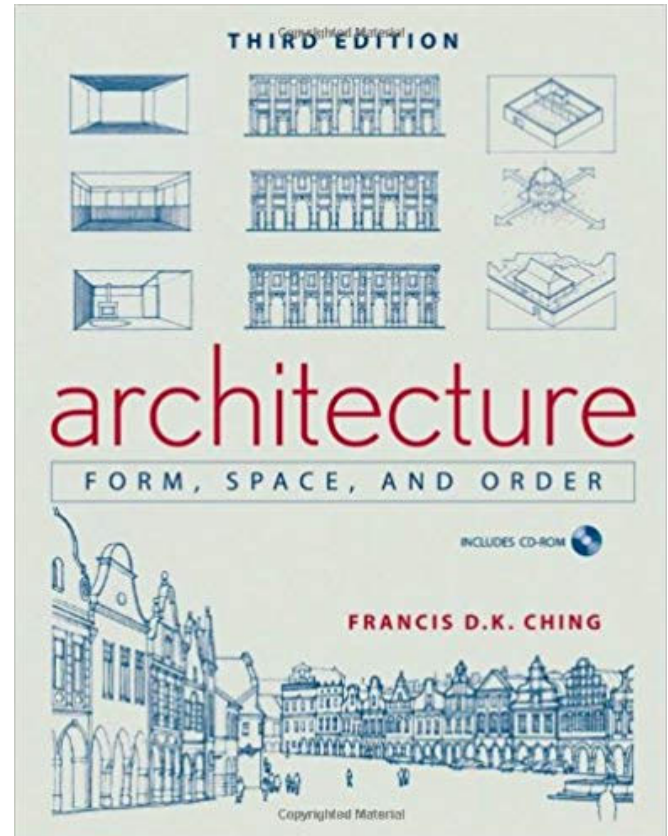
Ching, F.D.K. *Design Drawing*, 3rd Ed., Hoboken: John Wiley & Sons, Inc., 2018.

ISBN 978-1119508595

Materials & Supplies

As the semester goes along, you'll be acquiring:

- 12" role of cream or white trace
- HB pencils (#2's work well too)
- Prismacolor pencils (muted tones of greys, greens, others)
- Prismacolor markers (muted tones of greys, greens, others)
- Various model-making supplies as required
 - Foam / card / chip / poster, boards
 - Hot glue-gun



Course Requirements

- Attendance is required for academic success.
- Leaving the lecture and returning is disruptive and allowed only in emergencies.
- Respect your colleague's points & opinions.
- Late projects have a grade-cap of "B".
- Never settle on your first concept.
- Discourse is encouraged – talk to each other.
- Come to class with an open mind, creativity, and patience to explore!
- Arrive on time.
- Be respectful when classmates present.
- Creation is a patient search!

The Studio

Architecture studio is a culture – a way of life. It's an open forum for students to explore ideas creatively, expressively, and safely with the support of faculty and classmates.

The studio includes project roll-out and discussions, design exploration, desk and open "crits" (student presentations and feedback), and summary points.

You'll get out what you put in; this is not a course to be lazy in or *just get by* as you'll be short-changing your developing design methods. Work hard, challenge yourself, explore and be open-minded, and experience broad design growth!

Topical Outline

Form

Unit 1 Visual Proportions of Form
Shape, Massing, Transformation

Unit 2 Additive Forms
Central/linear/radial/cluster/grid

Unit 3 Articulation of Form
Edges, Corners & Surfaces

Unit 4 Symbiotics of Form
Function, Mass & Fenestration

Form & Space

Unit 5 Defining Space
Horizontal & Vertical Elements

Unit 6 Quality of Space
Closure/light/view/openings

Unit 7 Spatial Relationships
Context/circulation/arrangement

Unit 8 Spatial Organization
Central/linear/radial/cluster/grid

Order

Unit 9 Ordering Principles
Hierarchy/symmetry/balance/Axis

Unit 10 Ordering Progressions
Datum/rhythm/repetition/layers

Units 11 Constructing Order
Signature & Interpretation

Proportion & Scale

Unit 12 Proportion Systems
Natural systems/Phi/Fibonacci

Units 13 Proportion Systems Cont'd
Sacred & descriptive geometry

Unit 14 Scale
Regulating lines (horiz. & vert.)

Unit 15 Scale Cont'd
Dimension/datum/registers

Unit 16 Final Project
(To be Announced)

Grading: Primary Assessments

Projects: There are ten (10) “vignette” projects throughout the course of the semester. You will be graded on:

Creativity: Original & creative efforts

Exploration: Path & exploration of design

Products: Drawings & model quality

Grading: Secondary Assessments

Methods: Additional assessments that have weight on the final grade are:

Research: Explore & understand the problem

Time: Effort and time put into design

Quality: Effectiveness of the design solution as a product of the above.

Method of Design

Architectural Design I applies the same method of studio-style architectural training used at most of the professional degree schools of architecture, with Francis D.K. Ching's textbook resource Architecture: Form, Space & Order, at the core of the design studio.

The course includes execution of quick-intense studio "vignette" projects that emphasize specific design tenets and build upon each other.

Identify the Problem: The first element in solution development of any kind, is identifying the real problem at hand; understanding what is sought, what is at your disposal to find or provide it, and knowing what the final products should be.

Proper identification of the problem positions one to ultimately provide a quality and valuable solution.

Understand Precedents: One will likely never reinvent the wheel and as such, design solutions that satisfy specific functional and spatial needs similar to that of a given design project should always be explored first as a way to understand common and effective approaches.

Not to be copied, precedents can help develop a project's backbone while providing a spring-point for the designer to refine a creative solution based on their own inputs and inspiration.

Explore & Inventory Alternatives: In architecture, if your pencil is not moving, you're not designing and thinking (although a blank page is a daunting challenge!).

It's important ...actually critical, to explore with sketches, seek alternative designs and approaches, and challenge and re-challenge yourself as a proven system in the design process. Never be satisfied with your initial ideas, even though they might be the salient ones you end up developing. When the process is honored, it will always result in your most refined effort – and doing your best is always enough!

Synthesize the Process & Communicate a Solution: The most difficult step in the design process is distilling your entire effort and making final decisions – committing to a design solution you will process through to completion. The risk of moving forward with a solution that meets obstructions often impedes your progress and creates doubts.

Hard and dedicated work up front will result in you moving confidently through the final phase of your design project and that work will fill your presentation with explanation of your approach, decisions made, and final design as a result of them.

Course Objectives, Student Learning Outcomes (SLO's), Assessment & Mapping			
Course Objective	SLO	Method of Assessment	Mapped to PO*
Become familiar with traditional architectural methods and the decision-making process.	1. Understand the process of design through exploration, refinement and communication of ideas.	Studio charrette measures student ability to explore & refine ideas thru sketching. The studio crit assesses the student's acknowledgement of idea progression.	(PO) Program Outcome #1, #2, #3. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS n/a
Understand various media, techniques and styles designers use to explore and refine design ideas.	2. Apply proper sketch and model building techniques in the development of quality design illustrations.	Studio projects measure student ability match illustration and model medium to design style. The studio crit assesses the effectiveness of the student's use of drawings and models to communicate the solution.	(PO) Program Outcome #1, #2, #3. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS n/a
Practice design drawing as a means to develop consistent and effective design approaches.	3. Develop through practice, stylistic uses of sketch media including pencil, Prismacolor, charcoals, etc.	Studio projects measure student mastery and comfort using different drawing medium. The studio crit assesses student development of personal technique, style, and strengths using various medium.	(PO) Program Outcome #1, #2, #3. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS n/a
Practice design modeling as a means to develop consistent and effective design approaches.	4. Develop through practice, stylistic uses of massing and finish model-making, exploring mediums in foam-core, chip board, and other materials & methods.	Studio projects allow students to create designs and explore them by means of 3D modeling, sketches, and other representations. The in-class studio work allows students to demonstrate their developing techniques in design representation.	(PO) Program Outcome #1, #2, #3, #5. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS n/a
Produce presentation mediums of mounted drawings (boards) properly arranged and supported by design models made with quality, that effectively reinforce the design solution.	5. Master the ability to create a basic set of design presentation "boards" that includes: <ul style="list-style-type: none"> ▪ 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 	Studio project-based learning establishes an intense forum where students learn to solve a design problem and communicate effectively. In-class studio work provides students with practice projects for exploring and developing their techniques. Out-of-studio time on projects is expected and students are encouraged to learn techniques from each other while exploring other, common, and best practices used in other schools. The studio crit is the "jury-style" forum where students present and defend their design and communication outcomes.	(PO) Program Outcome #1, #2, #3, #5, #6. GenEd #8 (Aesthetic/Ethical Dimensions) LAS/GS n/a
* PO's (Program Outcomes) are found in the CT A.A.S. Program's Continuous Improvement Plan.			

Academic Resources

Log In & Net ID

<https://www.trcc.commnet.edu/learning-resources/educational-technology/student-resources/5-steps-for-getting-started/>

General Resources Web Page: eLearning, Blackboard, Online, Hybrid, Help Desk

<https://www.trcc.commnet.edu/learning-resources/educational-technology/student-resources/>

Academic Calendar

<https://catalog.threerivers.edu/content.php?catoid=5&navoid=294>

Student Resources

Advising & Counseling

<https://www.trcc.commnet.edu/student-services/advising-and-counseling-center/>

Sexual Misconduct

<https://www.trcc.commnet.edu/student-services/sexual-misconduct-resources-and-education/>

Student Handbook

<https://www.trcc.commnet.edu/wp-content/uploads/2017/06/trccstudenthandbook.pdf>

Policies

General Policies

<https://catalog.threerivers.edu/content.php?catoid=5&navoid=240>

Academic Integrity

https://catalog.threerivers.edu/content.php?catoid=5&navoid=240#Academic_Integrity_Policy

Faculty and Staff

<https://www.threerivers.edu/directory/>

Weather & Cancellations

1-860-215-9000 Press 1 for College Closing Announcement -or- <https://www.threerivers.edu/> (for posted announcement)