



COURSE SPECIFICS

COURSE DESCRIPTION

This studio continues to explore the Fundamental Language of Architecture. Students are expected to use and build on the knowledge gained in ARPL 101, 102, 201 and the history sequence. More specifically, ARPL 202 introduces architectural problems addressing essential spatial, formal, material, and experiential dimensions of architecture. The goal is to develop a student's foundational theoretical, methodological, and communicational toolbox through a synthetic and analytical series of disciplined, systematic, and open-ended design tasks involving a range of media (sketching, drafting, modeling and digital image editing / 3D). The studio uses simple programs on real locations (urban or landscape) to teach how to respond to site, program, building type, environment, and ideas through the pursuit of an all-encompassing scheme or parti.

INSTRUCTOR INFORMATION

- **Julio Bermudez**, Ph.D., Professor (coordinator)
 - Email: bermudez@cua.edu
 - Phone: (202) 319-5755
 - Interaction between faculty and students will be in person during studio or via email after hours.
- **Faisal Mohsin**, Adjunct Faculty
 - Email: mohsin@cua.edu
 - Phone: (240) 474-3395
 - Interaction between faculty students will be in person during studio or via email after hours.
- **Adnan Morshed**, Ph.D., Professor
 - Email: morshed@cua.edu
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 - Interaction between faculty and students will be in person during studio or via email after hours.
- **Ana Roman Andrino**, Visiting Assistant Professor
 - Email: romanandrino@cua.edu
 - Phone: (267) 230-2925
 - Interaction between faculty and students will be in person during studio or via email after hours.

CLASS MEETINGS

- Mondays, Wednesdays, and Fridays
- 2:10-6:00 pm
- CROUGH first floor, exact location TBD

OFFICE HOURS

- Crough 107 (Roman), 206 (Bermudez), 208 (Morshed), and online or in studio (Mohsin)
- Meeting set by appointment (contact instructor)

PREREQUISITES

- ARPL 201

COURSE GOALS

OBJECTIVES

In this course, students will:

- qualitatively and/or quantitatively gauge/interpret precedents, site, program, and experience by means of architectural, environmental, sociocultural, functional, embodied, and conceptual parameters;
- openly engage design challenges through committed responses, dialogic exchanges, teamwork, and respectful criticism;
- use analog and digital media and representations (sketching, physical modeling, digital image editing / 3D, drafting, etc.) in interactive and productive ways;
- conduct a logical inquiry using physical models in particular, as a fundamental testing ground for questioning and developing architectural ideas and solutions;
- learn and utilize the four basic formal typologies (or architectonic organizational systems): Linear, Central, Grid, and Cluster;
- apply space-defining methods learned in ARPL 201 (wall, excavation, roof, and structure) in the service of typological/organizational thinking;
- learn the importance of ideas and positioning (parti) in developing good architectural design.

OUTCOMES

Successful completion of this course will enable students to:

- respond to a simple architectural program within a simple set of contextual forces;
- understand and apply the basics of formal typological thinking;
- Negotiate and utilize rules of interactions to successfully cooperate with others;
- understand, develop, and use conceptual schemes (partis) to organize, elaborate, and criticize architectural design work;
- deploy oral as well as analog-digital means to think, develop, and communicate an architectural project

These intentions will be deployed in three learning phases that build upon each other. The objective will be to design a ***Yoga Studio in Washington, DC***. **Part I** will focus on *Precedents Studies* (A) *Site Research* (B), and *Program Analysis* (C). **Part II**, the heart of the studio, will be devoted to *design explorations* (A) and the *development of an architectural 'parti'* (B). **Part III** will consist in *design development and presentation*. Whereas Part I will be assessed by considering the knowledge and insights gained from the analytical investigations, Part II will be evaluated by the level, breadth, and depth of the student's design inquiry/process, and Part III on how she/he is able to critique, improve, and communicate the architectural parti developed in Part II. Except for the analytical studies done during the first six weeks of the semester, all work will be done individually.

INSTRUCTIONAL DELIVERY

This course will be taught in person. We will make use of traditional (and proven) methods of teaching architectural design, such as specific design assignments, desk criticism (individual and group), informal public pin-ups/reviews and discussions, formal design juries, lecturing, readings, precedents/case studies, field trips, etc. We will also utilize digital supporting tools (e.g., google-drive, ZOOM, and MIRO). Course materials will be always up to date and available online here:

<http://juliobermudez.com/courses/202/>

CONTINGENCY PLANNING

In the event that a student must shift to online attendance for health reasons, either temporarily or for the remainder of the semester, the student must notify the instructor immediately. If the university as a whole, or this course in particular, must shift to entirely online course delivery, the instructor and/or the Associate Dean will communicate the revisions to the mode of instruction, assignments, and assessments in this course within 24 hours. The **ZOOM link** for this class (all four sections) is <https://cua.zoom.us/j/82330121951>

Individual sections have the following ZOOM links:

- Julio Bermudez: <https://cua.zoom.us/j/86728159030>
- Adnan Morshed:
<https://cua.zoom.us/j/82680315108?pwd=d0l3MUpFNEtweXN6MmJYUHNKeHdMUT09>
- Faisal Mohsin: <https://cua.zoom.us/my/fmohsin>
- Ana Roman Andrino: <https://cua.zoom.us/j/87073941518>

INSTRUCTIONAL METHODS AND COURSE REQUIREMENTS

REQUIRED MATERIALS

While the following 2 books will be used throughout the semester, there will be other required or recommended texts (i.e., articles, book chapters, etc.) and/or media content (e.g., video, music, etc.). Please, refer to each design assignment for specifics (to be handed out separately).

Architecture: Form, Space and Order, Francis Ching (Hoboken, Wiley, 2015)

RECOMMENDED MATERIALS

Analyzing Architecture, Simon Unwin (New York, Routledge, 2014)

Precedents in Architecture, Roger Clark and Michael Pause (Hoboken, NJ: Wiley 2012)

Design Drawing, Francis Ching (Hoboken, NJ: Wiley 2018)

Architectural Graphics, Francis Ching (Hoboken, NJ: Wiley 2015)

Designing with Models, Criss Mills (Hoboken, NJ: Wiley 2012)

Manual of Section, Paul Lewis, Marc Tsurumaki, and David Lewis (Princeton University Press, 2016)

The Concise Townscape, Gordon Cullen (New York: Architectural Press, 1971)

Body, Memory, and Architecture, Kent Bloomer & Charles Moore (New Heaven: Yale Univ. Press, 1977)

Creation in Space: A Course in the Fundamentals of Architecture, Jonathan Block Friedman (Dubuque, Iowa: Kendall/Hunt Publishing Company)

Archetypes in Architecture, Thomas Thiis-Evensen (Oslo, Norway: Norwegian Univ Press, 1989)

URL: https://www.idunn.no/archetypes_in_architecture?languageId=2

Other materials (readings, bibliography, detailed calendar, web links and info, etc.) Please, review particular assignments (to be handed out separately), and more in the studio website.

CLASS POLICIES

In-person attendance during studio time is expected. Technology requirements follow those specified by our school. Late assignments will be graded one letter down for every late day unless a doctor or other legitimate excuse is provided in writing. Students are requested to inform the faculty of any situation or problem they foresee as soon as possible in order find ways to mitigate or address the matter fairly and successfully.

TEAMWORK

The studio asks students to work in teams for the first 6 weeks of the semester. This is necessary given both the amount of material to cover/study and the importance of dialogue and different perspectives in developing architectural knowledge and insight. It is also an explicit recognition and exercise of how architectural practice actually works—a largely cooperative enterprise in which different people bring their expertise and ideas into a project. Teamwork will afford students the opportunity to develop collaborative skills and their own strengths as individuals, at the same time. The faculty (who are team-teaching) will assist such effort but it is important that students positively engage in dialogic interaction based on respect to diversity and difference.

GRADES

Grades will be communicated either directly in person (evaluation sheets) or email throughout the semester at regular intervals per the course deliverables schedule, including at midterm and at final. Please note: grades at any point of the semester do not necessarily forecast the final course grade, as they may not reflect outstanding assignments.

The University grading system is available:

- Undergraduates - <https://policies.catholic.edu/students/academicundergrad/gradesfull.html#II>
- Additional Requirements per the School of Architecture and Planning – See Grading Policy located here: <https://architecture.catholic.edu/academics/undergraduate-advising/policies/index.html>

Reports of grades in courses are available at the end of each term on <https://csprd.cua.edu/psp/csprd/?cmd=login&languageCd=ENG&>.

ASSESSMENT OF LEARNING

As explained, there are three Learning Phases in this studio that will be weighted as follows:

Part I:	<i>Analysis (Precedents, Site, & Program)</i>	15%
Part II:	<i>Exploratory Design + Parti – Mid-term</i>	40%
Part III:	<i>Design Development & Communication</i>	35%
Total		90%

While projects will be primarily evaluated using the jury/review system and focused on established criteria, the faculty will also consider the level of inquiry (breath, depth, method, logic, and creativity) that the student's effort demonstrated during the design process. Substantial improvement in a student's work in a phase may improve low grade due to poor performance in an earlier stage. Other pedagogic dimensions such as a student growth (i.e., improvements in skills, knowledge, attitude, questioning, etc.), participation, collaborative practice, digital documentation of the work, citizenship, and/or committed effort throughout the semester will count toward the **remaining 10% of the grade**.

Instructors will attempt to give students a regular appraisal of their work, in the form of constructive criticism. An important aspect of criticism is that it can be used as a model for developing one's own

ability to criticize oneself. In addition, students should realize that the instructors come from diverse design backgrounds, which may result in different approaches and design strategies. These differences should provide the student with ample opportunity to understand a range of design philosophies. The differences, it is hoped, will give us the impetus for extensive, open, and honest debate among all the participants in the class. Finally, it is essential that each student has worked diligently on his/her project to receive effective criticism.

All evaluation relates directly to a student's ability to:

1. *analyze* design problems;
2. *interpret* and *develop* design criteria;
3. *learn* and *apply* the necessary knowledge, skills, and craft to solve the design challenge;
4. *create* design solutions that appropriately address the issues under investigation;
5. *critique* the design process and its results;
6. *communicate* design ideas clearly;
7. *grow/evolve* in his/her approach to design challenges; and
8. *participate* in class and unselfishly *collaborate/help* others in dealing with design challenges.

PROFESSIONAL STANDARDS ADDRESSED – NATIONAL ARCHITECTURE ACCREDITING BOARD (NAAB) 2020
CONDITIONS FOR ACCREDITATION FOR PROFESSIONAL DEGREE PROGRAMS IN ARCHITECTURE
Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation. The following criteria are required to be met by this course:

3.1 Program Criteria (PC)

- **PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

For additional information, see the NAAB Conditions for Accreditation link:

<https://www.naab.org/wp-content/uploads/2020-NAAB-Conditions-for-Accreditation.pdf>

COURSE SCHEDULE & BIBLIOGRAPHY

COURSE SCHEDULE

See attached SEMESTER CALENDAR or visit course website. Since modifications may occur during the semester, students are expected to review the updated schedule at regular intervals. The final exam (i.e., jury) will be on **Saturday 21 April 2:00-6:00pm**.

Note: this final exam will be in the form of a CLOSED JURY, meaning, students will pin-up their graphic boards and display their models/design process for faculty evaluation. No oral presentation by the students will be permitted. This is common model of assessment for architectural competitions, for example. Students will be welcome to join the faculty at 6:00pm for a general discussion and appraisal.

BIBLIOGRAPHY

See “Recommended Texts” above and course website for the studio’s general bibliography.

CATHOLIC UNIVERSITY POLICIES

UNDERGRADUATE LEVEL

All members of the Catholic University community have a shared responsibility to know and to abide by the University's policies, especially relating to:

- Academic Integrity
- Accommodations for Students with Disabilities
- Attendance
- Conduct
- Final Exams
- Grades and appeals

All of Catholic University's policies are detailed at <https://policies.catholic.edu/index.html>. Please follow up with the instructor if you have any policy-related questions.

Of particular note are the policies regarding Academic Integrity, Accommodations for Students with Disabilities, and Final Exams, which are described below.

ACADEMIC INTEGRITY

Academic dishonesty at The Catholic University of America is not tolerated (<https://policies.catholic.edu/students/academicundergrad/integrityfull.html> and <https://policies.catholic.edu/students/academicundergrad/integrityprocedures.html>)

As such, academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. Academic integrity means, above all else, taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas, and effort. If you submit work that is not your own – whether test answers, whole papers, or something in-between – that is considered to be academic dishonesty. University procedures related to academic dishonesty are conducted with respect and dignity, while also preserving accountability, and they presuppose that all participants will treat each other with respect and dignity.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

At times, you may do group work for an in-class presentation or group project. For that *specific* assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, your submission is expected to be your own in its entirety. If there is no group work in the class you should not collaborate with classmates on work that is to be submitted for an individual grade.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <https://integrity.catholic.edu/index.html>.

Accommodations for students with disabilities: Any student who feels s/he may need a reasonable accommodation based on the impact of a disability should contact the Office of Disability Support Services (<https://dss.catholic.edu/index.html>) by email at CUA-DSS@cua.edu or call 202-319-5211 to make an appointment to discuss possible accommodations. DSS recommends that a student with a disability meet with DSS staff during the first week of every semester since accommodations are not retroactive. Please note that instructors will only provide those accommodations included in the DSS accommodation letter. DSS is located in PRYZ 127.

Final Exam: The final exam must be given on the day and time assigned by Enrollment Services. Please plan accordingly for travel, work, special events, or appointments.

A student having an exam scheduling conflict as defined in the policy must report to her/his school's Academic Dean's Office no later than fourteen calendar days before the end of classes. The dean will assist the student in rescheduling the exam(s) for the course having the lowest enrollment(s). All make-up exams must be completed at the earliest possible time during the final examination period.

UNIVERSITY RESOURCES

- **Libraries** <https://libraries.catholic.edu/>
- **Center for Academic and Career Success** <https://success.catholic.edu/>
- **Math Center** <https://success.catholic.edu/academic-support/math-center/index.html>
- **Tutoring Services** <https://success.catholic.edu/academic-support/tutoring-services/index.html>
- **Writing Center** <https://success.catholic.edu/academic-support/writing-center/index.html>
- **Office of Disability Support Services** <https://dss.catholic.edu/index.html>
- **Counseling Center** <https://counseling.catholic.edu/index.html>
- **Student Health Services** <https://health.catholic.edu/index.html>
- **Dean of Students Office** <https://deanofstudents.catholic.edu/index.html>