



**THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF ARCHITECTURE & PLANNING**

**COURSE SYLLABUS
ARPL 202: Architectural Design I**

Spring Semester 2017
Required Course for NAAB Programs (B.S.Arch/M.Arch2)
Undergraduate offering

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

Credit Hours: 6
Prerequisites: ARPL 201, 221
Classroom: *Crough Studio*
Days and hours of class meetings: *MWF 2:10-6:00pm*

Instructor contact information:

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Instructor *Bethan Llewellyn Yen*
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Office Hours: M/W/F 10:00am to 12:00Noon by appointment.

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. Prerequisite 201

Instructional Methods

The studio 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, design workshop, readings, field trips, etc.

Required Texts

While the following two books will be used throughout the semester, there will be other required texts (i.e., articles, book chapters, etc.). Please, refer to each design assignment (to be handed out separately).

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

Architecture: Form, Space and Order, Francis Ching (New York: John Wiley & Sons, 2008)

Recommended Text

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

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

For others texts, refer to each particular design assignment (to be handed-out separately). See course website.

Other materials (readings, bibliography, web links and info, etc.)

Please, refer to each particular design assignment (to be handed-out separately). Visit course website.

Course Goals & Pedagogy

Beginning Design studios should enable students to develop the fundamental skills, knowledge, and attitudes necessary to build disciplinary expertise. This studio seeks to accomplish this goal by investigating two essential methodologies of architectural design and then applying them to solve a concrete, manageable, yet provocative architectural program in a simple site. This intention will be pursued via three pedagogic units, each addressing particular educational objectives that build upon each other:

UNIT ONE: *Sensing the World*. This unit will ask students to investigate sensation, probing, making, and architecture using conceptual and phenomenological methods.

UNIT TWO: *Body & Building*. We will consider the central nature of our body in defining and assessing architectural space, site, program, and experience. The pedagogic vehicle will be the design of a *Bicycle/Coffee shop* in Washington DC. **Part I** will be devoted to site, precedents, and program analyses. **Part II** will focus on the use of *Typology* to develop an architectural ‘parti’. We’ll do this through a disciplined and systematic study of five formal-spatial organizations. **Part III** will focus on turning the arrived parti into schematic design. During Parts II and III, what was learned in Unit One will be supplemented with the introduction of new skills, tools, and methods. **Part IV** will consist of critiquing, improving and communicating the schematic design of Part III.

Goals for Student Learning

At the conclusion of the course, the student will be able to:

- interrogate perception, the body, and probing as essential conditions of architectural thought and making;
- understand and utilize the fundamentals of typological/organizational thinking in architecture;
- conduct a logic inquiry using model making as a testing ground for questioning a specific architectural issue;
- use analog and digital media and representations in dialogic, attractive, and productive ways;
- qualitatively and quantitatively gauge space, program, site, and experience by means of the human body;
- differentiate, apply, adapt, and criticize the three design methods learned;

- understand, develop, and use conceptual schemes (partis) to organize, elaborate and criticize architectural design work;
- respond to a simple architectural program within a simple set of contextual forces;
- deploy oral as well as analog-digital means to communicate an architectural project

For more specific learning outcomes, please refer to each particular assignment. See course webpage.

Professional Standards Addressed

Although the studio focuses on these four NAAB criteria:

- [A.2] Design Thinking Skills
- [A.3] Visual Communications Skills,
- [A.6] Fundamental Design Skills
- [A.8] Ordering Systems Skills

We will also actively cover the following criteria:

- [A.1] Communication Skills
- [A.7] Use of Precedents:
- [B.2] Accessibility
- [C.1] Collaboration
- [C.2] Human Behavior
- [C.8] Ethics and Professional Judgment
- [C.9] Community and Social Responsibility

Course Requirements

There will be three major Assignments covering each one of the two Learning Units described above. The specifics for each one of these Projects will be defined at the time each assignment is introduced. All the projects must be completed in order to pass the course. Please, refer to the website for the specifics of each assignment.

Expectations and policies

Academic Integrity

Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means 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 – whatever the assignment – we have a responsibility to hold you accountable for that action. We also have a responsibility to treat you with respect and dignity while doing so.

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 context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”*

At times, we may ask you to 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, I expect your submission to be your own in its entirety.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <http://integrity.cua.edu>.

Supplemental Expectations and Policies

See Studio Culture Policy attached.

See School of Architecture & Planning Policies attached.

Assessment

The weight of each of the 2 UNITS will be broken down as follows:

UNIT ONE: <i>Sensing the World</i> (teams of 2 students)	20%
UNIT TWO:: <i>Body & Building</i> (individual w/ a group phase)	70%
Other Considerations (see below.)	10%

Whereas projects will be primarily evaluated using the jury/review system and focused on architectural design success, faculty will also pay attention and consideration to the level of inquiry (breath, depth, method, logic and creativity) that the student's work demonstrated during the design process. Other considerations such as a student growth (i.e., improvements in skills, knowledge, attitude, questioning, etc.) throughout the semester as well as their participation, citizenship and/or committed effort will influence our appraisal. Documentation and digital delivery of their work is also part of such assessment.

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.

University grades

The University grading system is available at

<http://policies.cua.edu/academicundergrad/gradesfull.cfm#II> for undergraduates

Note that some School grading policies (see attached) supersede university policies, particularly with respect to what constitutes a failing grade. Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>

Course Schedule

See attached Calendar.

Library

The Architecture and Planning Library is located in the basement of our building (phone: ext. 5167). Books on reserve, however, are located in Mullen Library, CUA main library. For other locations, library services, research tools, research guides, and more, see: <http://libraries.cua.edu> or call ex. 5070. For assistance on papers and assignments, consult the research guides at <http://guides.lib.cua.edu> or schedule an appointment with a subject librarian at <http://libraries.cua.edu/about/subjlibs.html>

Academic Support Services

The university's primary academic support resources are located on the 2nd floor of the Pryzbyla Center. These affiliated offices and services include:

The Undergraduate Advising Center offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals.

Phone: (202) 319-5545 **Email:** cua-advising@cua.edu **Web:** advising.cua.edu

The Center for Academic Success provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more.

Phone: (202) 319-5655 **Email:** cua-academicssuccess@cua.edu **Web:** success.cua.edu

The Writing Center provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online (<http://english.cua.edu/wc/>). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours).

Phone: (202) 319-4286 **Email:** cua-writingcenter@cua.edu **Web:** english.cua.edu/wc/

The Math Center is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center in Pryz 204 Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free.

Phone: (202) 319-5655 **Email:** cua-academicssuccess@cua.edu

Disability Support Services provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community.

Phone: (202) 319-5211 **Email:** cua-disabilityservices@cua.edu **Web:** dss.cua.edu

The Counseling Center provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O'Boyle Hall, or by phone.

Phone: (202) 319-5765. **Web:** counseling.cua.edu

Accommodations of students with disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support (dss.cua.edu) to coordinate reasonable accommodations for students with documented disabilities.

Parting Words...

To be successful in design requires not only commitment and hard work but also the unique ability to *take your work seriously but not to take yourself seriously!* You must be able to laugh at your own mistakes and keep going, having learned not to make the same “blunder” again.

It is also important to remember that you are dealing with real, tangible concerns when you are given a problem to solve (or a challenge to meet), and that it is best if you have a “*process*” for dealing with them. The following suggestions are important for any successful design process:

1. *Start working on the problem right away, don't put it off!*
2. *If given a methodology or direction, follow it first.* Then, afterward (after you have tried it enough), question it.
3. *Make some immediate and tangible attempts at a solution.* Explore the potential of the materials and techniques used to accomplish the problem (e.g. drawing, modeling, painting, etc.)
4. *Let your eyes, your mind, and your hands act as one.* Let your eyes explore and discover. Let your mind ask why, how, and if. Let your hands experiment and demonstrate.
5. *Establish yourself as your own “best critic.”* Don't just accept your ideas as good, without questioning them, simply because you thought of them! Don't wait for someone else to discover your weaknesses or the flaw in your scheme (be sure, they will). You must discover it before anyone has a chance, and *you* must correct it.

Design is both an intuitive and a rational activity. In the course of their professional maturation, designers must seek the unique balance of instinct and logic, improvisation and organization, accident and intention, which, with application, may result in a personal design philosophy and aesthetic.

As a student, you have a difficult task to perform. It is important that you remain open to ideas, evaluate different approaches, and ask relevant questions concerning design strategies.

The rewards for mastering the design process and methods are many. Among the best are the abilities to assess design issues with an ease of understanding, improving the life conditions of fellow human beings, heightening the enjoyment and life of the environment, while questioning the conditions under which we conduct our lives.

GOOD LUCK!

School of Architecture & Planning Policies *(attachment to syllabus)*

Achievement

Grades on exams and assignments are based on the degree to which each student has achieved course learning objectives. They do not depend on how hard a student worked, the student's degree of self-satisfaction, or the number of other things a student was trying to juggle during the same semester.

Assignments

In general, no "make up" or "extra credit" projects will be allowed. Students are urged to do a good job the first time. Incomplete work will be graded as is. Limited extensions of time will be allowed only when the Dean approves a request to assign a grade of "Incomplete" (see "Attendance", below).

Papers are expected to be free of spelling and grammatical errors. With computerized spell-check and grammar-check, this is particularly easy. Professionalism counts.

Lost work, crashed computers, etc., will not be accepted as excuses. Back up files and keep hard copies.

Attendance

As noted in the Academic Regulations for Undergraduates:

***XII. Attendance at Class:** Good scholarship requires the presence of students at all class and laboratory meetings. The responsibility for prompt and regular class attendance rests upon the individual student. If, for any reason, a student is absent too frequently from class, it may become impossible for that student to receive a passing grade. Authority for excusing absences rests with the teacher who may request that the student obtain authentication of absences considered unavoidable.*

Those who arrive late or depart early may be counted as absent. Teachers may give failing grades to students with too many unexcused absences. Absences are excused at the discretion of the teacher.

Students are allowed time to participate in sports teams so long as they complete course requirements.

Students who are sick are asked to stay away so that they can recover and so that they don't infect others. And students facing personal or family crises are expected to need time to manage them. But in both cases, students need to manage their absences through communication and balance.

- For foreseeable absences (upcoming sports team event, religious holiday, funeral, etc.): Please notify teachers ahead of time and submit documentation if requested explaining the absence.
- For unforeseeable absences (sickness, injury, or family emergency): Please notify, or have someone else notify, teachers as soon as possible and generally no later than the end of the day of the absence. Note that unforeseen events caused by lack of planning do not justify absence.

Students must work out with teachers how they will achieve the learning objectives of the missed session(s). When the absences occur before the deadline to withdraw from a course and the teacher feels that there is no practical way to achieve the objectives, the student should withdraw. If he or she does not, the teacher has an obligation to give the student a grade of F for failing to achieve the learning objectives of the course. This is simply an acknowledgement of the infeasibility of making up the missed session(s). When the absences occur after the deadline for withdrawal, the student should request the dean to allow a grade of "Incomplete" (a form for that is posted to the school's website) to be permitted additional time to finish the work.

Grading

Letter grades for architecture and planning majors for courses in those majors will be assigned by the following scale:

A: Exceeded Learning Objectives (Grades of A and A- allow for some nuance)

B: Fully Met Learning Objectives (Grades of B+, B, and B- allow for some nuance)

C: Partially Met Learning Objectives (Grades of C+, C, and for undergrads only, C-, allow for some nuance)

D: Failed to Meet Learning Objectives, even though some or even a significant amount of work was done. (Available to undergraduates only; D+ and D- grades are not available even to them.)

F: Failed to Meet Learning Objectives by a significant margin

Students receiving grades of **D** or **F** will be required to repeat the course until a grade of at least **C-** is earned. Students may repeat a passed course with all grades calculated into the GPA. Only failed grades may be appealed, and only when the failure was for reasons unrelated to academic performance.

Lecture Series Attendance

Attendance at the school's Lecture Series events is required. No undergraduate classes are scheduled in our school at that time, so students should not have any conflicts. Lecture dates can be found on the school website. Take sketchbooks to the lectures to make drawn as well as written notes.

School Closure

In the event of unforeseen school closures, students are expected to maintain their progress in courses by such means as completing assigned readings and completing and submitting assigned work electronically when due. See teachers for supplemental procedures applicable to specific courses.

The Provost will determine any changes in the academic calendar and usually will notify the entire campus community by e-mail.