ARC 201: Design Studio I Principles, 6-CU, 2015  
Instructor: C. Domin, N. McIntosh, S. Smith  
SoA, CAPLA  
University of Arizona

COURSE DATA
ARC 201 Design Studio I: Principles  
Fall 2015  
6-credit units

FACULTY
Christopher Domin, Associate Professor  
cdomin@u.arizona.edu  
Architecture 312, W 9am-11am

Nicole McIntosh, Assistant Lecturer  
nmcintosh@email.arizona.edu  
Architecture 203f, M + W 5pm-6pm

Shane Smith, PhD, Assistant Professor, Coordinator  
shaneida@u.arizona.edu  
Architecture 212, T + W 5pm-6pm

CRITERIA
FULFILLMENT
This course is required and satisfies a design studio towards the Bachelor of Architecture degree.

PREREQUISITES
Admission to CAPLA School of Architecture Professional Program

CO-REQUISITES
ARC 221: Building Technology I Structures
ARC 241: Design Communication I
ARC 297m: Material Fabrication
ARC 326: Site Planning

CONTACT
Class will meet on Mondays, Wednesdays, and Fridays from 1:00pm-4:50pm in the second-year studio unless otherwise indicated on the Course Schedule or unless otherwise announced.

WEB + D2L
This course will be supported over D2L (http://d2L.arizona.edu).

COST
$200-$400 [drawing supplies, model supplies, fabrication materials, printing, course books, etc.]

COURSE CONTENT
CATALOGUE DESCRIPTION
Explorations of fundamental design principles through critical precedent analyses; exercise physical (empirical) and conceptual (rational) design processes based on investigative methods for synthetic emergent design.

COURSE DESCRIPTION
Architecture is in part defined by organizational systems and fundamental design principles. Such patterns and principles are persistently embedded in contextual situations relevant to project-defining criteria. A cross-section in time through the built environment provides a complex snapshot of culture, technology, and human values. Architecture consistently emerges from these specific and rational contexts.
An essential skill for architects is the ability to identify and unpack the fundamental principles inherent in relevant prior built works. Particular design principles will remain constant amongst such analyses despite the continuation of cultural, intellectual, and social differences. This design studio will emphasize the significance of these fundamental principles for the genesis of design processes and manifestation of form. Through critical precedent analysis, students will learn how to evaluate basic design principles and translate these precedent principles analytically into relevant current design problems.

The culminating project requires that students exhibit comprehensive understanding of the basic principles through synthesized and iterative design processes from a series of smaller preceding projects. The emergent design process insists upon the layering and weaving of both the fundamental principles and relevant contextual, programmatic, and phenomenological devices. In whole, this studio provides students with a design methodology that will serve as a foundational framework for their design processes and working methods in future projects.

OBJECTIVES AND OUTCOMES
After taking this course, students should be able to:

1. Understand precedent analysis methods and utilize this skill in the genesis of design processes.
2. Familiarize with a canonical body of precedents and be capable of selecting appropriate examples for specific design problems.
3. Understand basic architectural principles and the strategic guidance and appropriate application of fundamental ordering systems in the design process.
4. Comprehend an array of communication skills pertinent to conveying a design concept (visual, verbal, etc.) and develop presentation techniques and skills that illuminate specific design intentions.
5. Synthesize various aspects of contextual and phenomenological analyses (including body, material, size, and program) to allow for emergent architectural form.
6. Exercise both physical (empirical) and conceptual (rational) design processes based on investigative methods.

NAAB PERFORMANCE CRITERIA:
The material covered in this course offers students proficiency (at the indicated level of accomplishment) in the following subject areas as defined by the National Architectural Accrediting Board (NAAB), http://www.naab.org/accreditation/2009_Conditions.aspx:

A5. U  Ordering Systems: Understanding how to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A6. U  Use of Precedents: Understanding how to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

SUSTAINABILITY PROTOCOL
The material covered in this course offers students the opportunity to develop and exhibit competency in the following subject areas as defined by the Sustainability Pedagogy Committee:

Environ: Students should exhibit knowledge of optimized settlement density options, programmatic use diversity and adaptability (including agricultural opportunities), pedestrian oriented environment considerations, and wildlife habitat preservation.

1Understanding: The capacity to classify, compare, summarize, explain and/or interpret information.

Ability: Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.
\textit{Culturation (Culture, History, and Traditions):} Students should exhibit knowledge of local precedents and principles of the construction and maintenance of sustainable built environments that are integral and contemporary to the cultures that they serve, or have served. Additionally, students should show evidence of the application/adaptation of these principles in a contemporary cultural and physical context.

\textbf{STRUCTURE AND ORGANIZATION}
The primary focus of this course is to engage in effective design studio practice, and the majority of class time will be spent in the design studio. Lectures and demonstrations will coincide with the introduction of each new studio project throughout the semester. The lectures will explain both the theoretical and pragmatic goals of each studio project. There will also be required complementary readings for each studio project, and formal reading discussions will coincide with each project throughout the semester. Studio time will be spent primarily working on projects and discussing the work with studio faculty and guests. Studio time may also be used for informal pin-ups at the discretion of your individual studio instructor. Formal studio reviews will occur at a minimum of once at the end of each studio project, with studio faculty and guest reviewers in attendance to critically evaluate and discuss the work with students.

This studio is designed to introduce fundamental architectural principles, ordering systems, and precedent analysis in a rigorous work environment through three primary design exercises. These design exercises culminate with the final project that intends to integrate all prior skills, techniques, and knowledge gained from an iterative process. Whenever possible, the studio projects will be integrated with assignments and content presented within co-requisite courses.

An emphasis of the \textit{Principles} studio curriculum is the use of critical precedent analysis as a design method for generating translational principles into the project at hand. Precedent studies inform the embodied knowledge of previous works (including cultural implications, construction technologies, and traditions relevant to their respective contexts, etc.) that may be relevant to a current project. The following guiding principles will assist in establishing precedent analysis and abstraction modes for translational application in the design process:

- Organization Systems, Typology, Form, Figure/Ground, Context, Geometry/Proportion,
- Symmetry/Asymmetry, Hierarchy, Materiality, Ornament, Pattern, Sequence, Perception,
- and Meaning.

\textbf{COURSE COMPONENTS + CRITERIA OF EVALUATION}
The graded components of this course and their criteria of evaluation are:

\textbf{TEXTS}
Required readings will be assigned in parallel with each project and accessible through the course D2L (see list of suggested supplementary texts in REFERENCES). Formal reading discussions will take place as indicated on the attached schedule. All students must be prepared to participate in reading discussions with critical and thoughtful input.

\textbf{PROJECTS}
A detailed brief for each of the following projects will be issued at the time of assignment:

- \textbf{Project 1:} Values, Walls, Constraints
- \textbf{Project 2:} Critical Precedent Analysis
- \textbf{Project 3:} \textit{Dia de los Muertos} Museum

\textbf{SKETCHBOOK}
Each student is required to maintain prolific investigative sketchbook content throughout the duration of the design studio.
EVALUATIVE CRITERIA
The criteria of evaluation for student performance will consist generally of the following:

Contents: The contents of a project must meet the basic objectives and significance of the design exploration as described in the respective project brief, and the rigor of investigation will be assessed;

Product: The deliverables of a project encompassing quality and craftsmanship of the product(s) and including precision and clarity will be assessed;

Communication: The effectiveness of presentation (graphic, verbal, written, etc.) in conveying the essential design concept(s) relevant to the project investigation will be assessed.

WEIGHT
The Course Components will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>PARTICIPATION (Pinups, Discussions, etc.)</td>
<td>5</td>
</tr>
<tr>
<td>SKETCHBOOK</td>
<td>5</td>
</tr>
<tr>
<td>PROJECTS*</td>
<td></td>
</tr>
<tr>
<td>Project 1</td>
<td>10</td>
</tr>
<tr>
<td>Project 2</td>
<td>25</td>
</tr>
<tr>
<td>Project 3</td>
<td>50</td>
</tr>
<tr>
<td>ARCHIVING + PRESENTATIONS</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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*Project-specific grading criteria and corresponding weight of criteria will be described within the Project Description briefs to be disseminated at the beginning of each assignment.

REFERENCES


SEMESTER SCHEDULE
A course calendar is attached to this syllabus.
POLICIES + STATEMENTS

GRADING
Evaluations will be distributed at intervals during the semester and will indicate performance according to the stated criteria of evaluation. Students are expected to use this system to monitor and adjust their performance and to seek additional support from the professor, as appropriate. Evaluations will be based primarily on student’s work, rather than effort expended. Students are expected to acquire knowledge and skill, not merely endeavor to do so.

LATE WORK
Work submitted after the deadline will be graded one or more letter grades below what would have been awarded had the work been submitted on time, appropriate to the length of delay.

INCOMPLETE WORK
Work submitted that is incomplete will be graded one or more letter grades below what would have been awarded had the work been complete, appropriate to the extent of incompletion.

GRADING SCALE
Grades will be defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Undergraduate Criteria</th>
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<tbody>
<tr>
<td>A (90-100)</td>
<td>Excellence in most areas of evaluation, high competence in others.</td>
</tr>
<tr>
<td>B (80-89)</td>
<td>High competence in most areas of evaluation, competence in others.</td>
</tr>
<tr>
<td>C (70-79)</td>
<td>Fulfilled all course requirements with competence. (Competence: the answering of all requirements; adequate fitness, ability, capacity; sufficient for the purpose.)</td>
</tr>
<tr>
<td>D (60-69)</td>
<td>Less than competent work in one or more areas of evaluation. One or more requirements lacking and/or sub-standard quality.</td>
</tr>
<tr>
<td>E (0-59)</td>
<td>Substantially incomplete work and/or work of an unsatisfactory quality.</td>
</tr>
<tr>
<td>Incomplete</td>
<td>Work left incomplete at the end of the semester due to circumstances beyond the student’s control.</td>
</tr>
</tbody>
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GRADE APPEAL
Students who believe they have been unfairly graded should follow the multi-step procedure outlined in the CAPLA Grade Appeal:
http://architecture.arizona.edu/student-forms-and-procedures

ATTENDANCE
Students are required to attend all classes for their duration. Upon the 3rd Absence (whether in part or for a session’s entirety), the final grade will be lowered by 5% per absence.

EXCEPTIONS
All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion in writing in advance of the event.

Observances pre-approved by the UA Dean of Students will be honored, as listed at:
http://www.registrar.arizona.edu/religiousholidays/calendar.htm

EXCUSED ABSENCE
The Instructor may grant an Excused Absence for an outside educational opportunity at the request of the Director or another instructor. Students granted an Excused Absence remain responsible for turning in work on time, even if due on the excused date, as well as getting all information and assignments covered during an Excused Absence. An Excused Absence does not count against the number of Absences specified above.

EMERGENCY ABSENCE
The Instructor may grant an Emergency Absence for bona fide events outside the control of the student, such as sudden serious illness requiring hospitalization, bodily harm, or immediate family emergency. Emergency Absences must be certified by a professional in writing, such as doctor’s excuses, police reports, or evidence of funeral; evidence must be submitted by the student within two weeks of the event and must include the certifying professional’s contact information. “Immediate Family” is limited to parents, children, stepchildren, and co-habiting partners and spouses. To qualify as an Emergency Absence, an illness must be a true emergency (“requiring immediate professional medical attention”); otherwise it will be treated as a standard Absence. Scheduled doctor consultations do not qualify. Students granted an Emergency Absence remain responsible for turning in all work as well as for getting
all information and assignments covered, but may be granted extended deadlines. Instructors are not obliged to grant Emergency Absences if the period missed makes it impossible for the student to achieve a competent level of accomplishment consistent with expectations for the rest of the class.

DOCUMENTATION STANDARDS
A professional standard in contract documents insures that every page indicates sufficient information to link it to its host set and, similarly, every drawing provides sufficient metadata that it is clearly linked to its dataset. In keeping with this data standard, documentation in this course will comply with the following standards:

PROJECT DOCUMENTATION
Every sheet of every project will indicate the following information on its face:

- course number
- semester/year
- professor
- student author(s)
- current date of the work
- page or sequence number

DRAWING DOCUMENTATION
Every drawing will indicate:

- drawing type (plan, section, elevation, perspective, axonometric, etc.)
- graphic scale
- orientation indicator (north arrow for plan; directional description for vertical projections (e.g., South Elevation; Perspective Looking North)
- reference indicators (section and elevation markers, blow-up references) that link the drawing to relevant documents

ARCHIVE DOCUMENTATION
All work produced in fulfillment of University requirements becomes the property of, and may be retained by, the School. Work shall be submitted for this course that demonstrates both the learning objectives and the final project(s), as requested by the professor. Digital files shall be submitted in the following naming convention:

ARCXXX_YYYYS_category_Lastname_F

where
ARCXXX is the course number, e.g., ARC401;
YYYYS is the year and semester (F/S/SUM), e.g., 2013F;
category is the assignment type or drawing type, e.g., SitePlan, LongitudinalSection3, Homework4; and
Lastname_F is the student's last name and first initial

CLASSROOM BEHAVIOR + STUDIO CULTURE
The use of cell phones, pagers, electronic devices or other materials unrelated to course specific activities are not permitted during course hours; neither are unauthorized discussions amongst students or other disturbances.

All electronic media are limited to narrowcasting (headsets) at all times, set to a volume that is not audible to others. Per the University policy, non-assist animals are forbidden from University buildings.

Students are responsible for checking their UA email and course D2L sites Monday-Friday, at least once every twenty-four hours, for communications from the Professor.

ACADEMIC POLICIES
Academic policies can be found in The University of Arizona General Academic Catalog:
http://catalog.arizona.edu/allcats.html

2 A "DETAIL" is not a drawing type. Every drawing is a detail, considered from some perspective.
3 It is essential that all drawings have graphic scales, as notational scales are meaningless with digital documentation and dissemination.
For the principles, policies, and procedures governing issues of academic integrity, see: http://deanofstudents.arizona.edu/codeofacademicintegrity.

PLAGIARISM
The practice of taking someone else's work or ideas and passing them off as one's own is known as plagiarism and is a serious violation of academic and professional ethics. The consequences for plagiarism are severe, including a failing grade for the course, suspension, or expulsion from the University per the UA policy on plagiarism: http://deanofstudents.arizona.edu/codeofacademicintegrity

TESTING: In any testing situation, whether graded or not, students shall not refer to outside resources (whether printed materials, such as books and journals, texts, Internet, e-mail, Google, instant messaging, or other resources) unless explicitly instructed to do so by the professor of record. Students operating digital devices in testing situations when not authorized to do so shall be assumed to be cheating.

CITATION: Plagiarism applies to the intellectual property of professional and public works, as well as to the work produced by peers. Students shall be assiduous in citing the work of others, whether in copying a graphic, either in part or in total, in quoting a text, or in building upon ideas, designs, or forms. Citation is used to give credit to the original author and to allow others to identify and trace source material.

Building upon the work of others is an inevitable part of learning and inherent to scholarship; hence it is an acceptable practice as long as the original sources are properly cited. Textual citations should follow the Chicago Manual Of Style. Citations of buildings and other designed works should include both a) project and b) source information:

a) project citation: the work’s name or title, its location, the name of its designer(s), and the date designed (or, if built, constructed).

b) source citation: the source from which the information or illustration of the work was obtained formatted according to the Notes and Bibliography format specified in the Chicago Manual Of Style:
http://www.chicagomanualofstyle.org/tools_citationguide.html

PRODUCTION: Using the labor of others, whether paid or freely given, offers the beneficiary an unfair advantage relative to peers and is prohibited unless expressly authorized in writing by the professor(s) of record.

THREATENING BEHAVIOR
All participants must follow the University of Arizona’s Policy on student behavior: http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

ACCESSIBILITY AND ACCOMMODATIONS
Universal Design is the obligation of every architect and should be a quality of every environment. It is also the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please contact the professor or Disability Resources (520-621-3268) to establish reasonable accommodations. http://drc.arizona.edu/instructors/syllabus-statement

RETENTION OF WORK
Work produced in this course is the property of the School of Architecture, which may retain any student project for display, accreditation, documentation, or other purposes.

CHANGES
This syllabus is subject to change with notice, as deemed appropriate by the instructor.

The purpose of a detailed syllabus is to make the course as transparent and as objective as possible, and thus to empower students to understand and earn the grades to which they aspire. It is not the intention of such a system to be used against learning or fairness.

Consequently, the professor retains the right to make adjustments that account for circumstances that were unforeseen when the course was designed and will notify the students when such changes are made. It may, for example, be advantageous to add or alter assignments or their criteria, or to modify criteria or project-weights, if it becomes evident that it is in the best interest of learning and fairness to do so. Students will notify the professor within one week of notification if such changes engender a hardship, after which time it will be agreed that students understand and are in accord with the change.
end of syllabus
Materials in this course may be copyrighted. They are intended for use only by students registered and enrolled in the course and are only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further without the written permission of the instructor. They are provided in compliance with the provisions of the Teach Act: http://www.copyright.com/Services/copyrightoncampus/basics/teach.html. Students should refer to University copyright policies: http://www.library.arizona.edu/help/tutorials/copyright/index.html