:: Course Description ::

Study of urban design and community as cultural and spatial development of human settlement patterns. All previous design course experience will be brought to bear on the architectural projects within the context of urban and community criteria.

Prerequisites: ARC 352 and major in architectural studies or consent of school director.

Prerequisite to: ARC 452 - Design VI: Integration

:: Meeting Location and Time ::

Room 204  Sec 003:  MWF  1:00 – 4:50
:: Course Objectives ::

Upon completion of this course, the student will be able to:

1. Engage architectural design through participatory dialog, observation, experience, research, and documentation in co-applicative association within complex urban design, master planning, site feasibility, neighborhood building, and community development scenarios.

2. Build on the experiences, tools, and knowledges gained from previous architectural design courses.

3. Develop abilities to make comprehensive analyses and evaluations of a variety of urban contexts.

4. Acquire an awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.

5. Develop a judicious understanding of ekistics and the particularities within varying epochs, heritages, cultures, points-of-views, approaches, and building practices at global, national, regional, and vernacular scales toward the development of distinct architectural typologies, urban fabrics, landscapes, and places.

6. Develop coherent rationales grounded within programmatic considerations and based within formal precedents and case studies employed in the conceptualization and development of architecture and urban design projects.

7. Develop an understanding of the basic principles of ecology and architects’ responsibilities with respect to environmental and resource conservation in architecture and urban design.

8. Acquire an understanding of the technological, economic, axiological, operational, and socio-cultural aspects, etc. of sustainability and equity by relating individual agency(s) within the greater environmental context at individual, communal, regional, national, systemic, and global scales.

:: Topical Outline ::

<table>
<thead>
<tr>
<th>Topics</th>
<th>Percentages of Time (Estimated)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Program Development</strong></td>
<td></td>
</tr>
<tr>
<td>A. Research</td>
<td>5%</td>
</tr>
<tr>
<td>B. Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>II. Context Analysis</strong></td>
<td>10-15%</td>
</tr>
<tr>
<td>A. Data collection (includes site visit)</td>
<td></td>
</tr>
<tr>
<td>1. Information organization</td>
<td></td>
</tr>
<tr>
<td>B. Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>III. Urban Design Concept Development</strong></td>
<td>15%</td>
</tr>
<tr>
<td>A. Formulation of concept(s)</td>
<td></td>
</tr>
<tr>
<td>B. Communication of concept(s) (includes model)</td>
<td></td>
</tr>
<tr>
<td><strong>IV. Community Concept Development</strong></td>
<td>15%</td>
</tr>
<tr>
<td>A. Concept realization</td>
<td></td>
</tr>
<tr>
<td>B. Design process</td>
<td></td>
</tr>
</tbody>
</table>
C. Communication of concept (includes model)

V. Concept Design
   A. Development process
   B. Communication process (includes model)

VI. Design Development

:: Educational Philosophy ::

I assume that you are at this university to acquire and mature the life-long self-discipline that is referred to as “education.” I personally think that education is composed of two very integrated components – acquiring knowledge and acquiring skills. I believe true education involves the ability to think and the ability to do. There are skills that are necessary to acquire knowledge, and there is knowledge required in order to acquire skills – so they are not separable. Besides this, it may be useless to know how to do something without the discernment to know what is appropriate to do, and likewise, to know what needs to be done without having the ability to take action. Thinking enriches configuration, and doing enables implementation! Education results in informed action.

I feel design is creative decision-making – ranging from the decision to pursue a physical solution to an opportunity in the first place to the decision to conduct post-occupancy evaluations of the finished construction. The tens of thousands of decisions that must be made require a creative decision-making process within which to make those decisions in an effective way. Knowledge informs that process, and skills enable that process. It’s that simple!

In this studio, I will serve as a motivator and encourager to the education process in which you yourself must desire to participate. I adhere to Amy Freeman Lee’s suggestion that “to make things easy, per se, especially for students, to render false praise, and to lower standards, permit people to wallow in their own mediocrity and prevent them from realizing their maximum potential.”¹ I will encourage you to become knowledgeable and skillful, responsive to context, confident without arrogance, an effective communicator & collaborator, self-critical & contemplative, compassionate and a pursuer of excellence. In other words, a Designer!

¹ Exerted from the late Amy Freeman Lee’s adaptation of her keynote address to the Texas Society of Architects’ 39th Annual Meeting in San Antonio, published in the January/February 1979 Issue of Texas Architect.

:: Methodology ::

This is a studio design course. However, lectures may be given at any time during the studio period for the clarification of studio assignments, for demonstration of techniques, and for the presentation of information, concepts, ideas, questions, etc.

Each student is expected to arrive on time and to be prepared to work, to present or to review their project progress at any time during the scheduled studio period.

Each student is expected to keep a comprehensive journal/sketch book of their design research, thoughts, ideas and sketches for the semester. Your Journal/Sketch Book will serve as the starting point for all desk reviews of your projects, and will be used to assess progress on the design at any point in time, so it should accompany the student at all times. The format of this journal is up to the individual student, but it must be orderly and bound in some fashion. Sketches from this journal will likely be used for final design presentations.

Each student is expected to participate actively in each session by asking and answering questions, by exploring solutions and by discussing notes, concepts and ideas in an informal manner. Advance preparation is expected for each studio session.
Studio will be used for design work, for design crits, for discussions and presentations – everyone is expected to be in studio working the entire period. Please have all materials and supplies at your desk for critiques, review, and work.

:: Textbooks ::

There is no required textbook for this course, although all students will be expected to read any handouts/readings provided by the professor or other research groups in the studio.

:: Supplies/Equipment ::

The student is responsible for providing all supplies required to complete this course in a professional manner. Anticipate that projects this semester could require $100-150, and adjust your personal budget accordingly. Everyone should become aware of the various suppliers (local, St. Louis, internet) and their associated costs, and should share this information with the studio.

:: Studio Space ::

This studio is our professional “home’ and should be treated with respect. If you make a mess, clean it up. Although the studio time should be fun, there is no excuse for disrespect or vulgarity – everyone should act and be treated professionally. Do not mess with other student’s work. Do not take things that are not yours. Do not be emailing, texting or tweeting during studio, lectures or presentations. Music is by headphones only, and only during general studio work times. Volume should be such that you can hear general comments that the professor may make without being specially notified. **Complete respect** for the other Professors and studios we share this space with is expected!

It is school policy that spray paint can not be used on campus unless used in an approved, properly ventilated spray booth.

Everyone who would like a key to the studio will be issued one – these are State property, and must be returned at the end of the semester in order to receive your final grade in this class. Lost or stolen keys will cost you $10 each. Security of the studio space can not be guaranteed, so secure all personal items at all times.

Lock up the studio and turn out the lights if you are the last one out.

Please refer to the **SIUC SOA Studio Culture Policy** for a description the fundamental properties and expectations of the studio setting.

:: Attendance & Special Concerns ::

Attendance is required in the design studio. An excused absence, as defined in the university’s guidelines and with prior notification to the instructor of absence, may be accepted. More than 3 unexcused absences will result in a letter grade drop in your FINAL grade. If you are late to studio or leave studio early 3 times it will be recorded as one unexcused absence. Remember that the class continues, that the student is expected to keep up with current class work, and that the student is responsible for gathering the information to catch back up with the class.

For extended illnesses, it is the student’s responsibility to initiate conversation with the instructor to determine an appropriate course of action. IF ANY REASON exists which may prevent you from giving your full and undivided attention to the successful completion of this class you MUST advise your faculty immediately. If there is any problem or concern that you have which might impact your performance in the class, please inform the instructor the first week of class. It is essential that you keep me informed of circumstances that may arise during the semester that impact your performance in studio.
:: Grading Policy ::

Projects are due on the hour and date specified for submittal or presentation. Late projects will be considered for evaluation only with prior approval by the instructor and will be evaluated based on the circumstances causing its delay.

Evaluation:

Your evaluation in this class will be based on 1 – 3 site design project w/ a Final Report and class participation in the following proportion:

<table>
<thead>
<tr>
<th>Location</th>
<th>Duration</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murphysboro</td>
<td>Four weeks</td>
<td>20%</td>
</tr>
<tr>
<td>Pinckneyville</td>
<td>Four weeks</td>
<td>20%</td>
</tr>
<tr>
<td>Nashville</td>
<td>Four weeks</td>
<td>50%</td>
</tr>
<tr>
<td>Concluding Report</td>
<td>Four Weeks</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale:

90 - 100 A  Extremely Outstanding work exceeding all requirements & expectations and exhibiting unusual ability and exploration;

80 - 89  B  Outstanding work that exceeds program requirements in significant ways and exhibits enthusiasm and initiative;

70 - 79  C  Very good work that meets all program requirements & expectations in a comprehensive & professional manner;

60 - 69  D  Work that falls short of program requirements in significant areas and that reveals performance below course level expectations;

59 or less F  Work that falls well short of requirements and expectations and indicates need for remedial instruction;

INC-   Incomplete will be used only in exceptional circumstances that are beyond the control of the student. The student must be passing the course.

Grading Rubric:

Generally, each part of the Project will be assessed on a 100 point scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>20</td>
</tr>
<tr>
<td>Design Process</td>
<td>25</td>
</tr>
<tr>
<td>Design Solution</td>
<td>30</td>
</tr>
<tr>
<td>Presentation Quality (Model &amp; Drawings)</td>
<td>20</td>
</tr>
<tr>
<td>Verbal Presentation</td>
<td>5</td>
</tr>
</tbody>
</table>

Evaluation will be taking place throughout the duration of the project, not just at the final presentation, so it is critical that you remain focused on doing your best work every day. Because we are doing team projects this semester, you will evaluate your team members and these evaluations (both the quality of your evaluation and the contribution you have made to the team effort) will be factored into your individual final evaluation.
IMPORTANT DATES
Semester Class Begins..........................08/24/2015
Last day to add a class (without instructor permission)........08/20/2015
Last day to withdraw completely and receive a 100% refund........09/06/2015
Last day to drop a course using SafarliNet..............................11/01/2015
Last day to file diploma application (for name to appear in Commencement program)..........................12/14/2015
Final Examinations..........................01/18/2015

Note: For winter break, internet, and short course drop policies, visit Registrar's Academic website: http://registrar.siu.edu.

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/12-10/13/2015
Veterans Day Holiday 11/11/2015
Thanksgiving Weekend 11/22-11/24/2015

WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedure to follow when dropping courses and when withdrawing from the University, please visit: http://registrar.siu.edu/pdf/ugradcatalog134.pdf

INCOMPLETE POLICY - Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be completed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grad/grad-grad.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (highest) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog134.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit: http://graduate.siu.edu/grad-grad-grd-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/libhours

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: (618) 453-5714, or salukicares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and utilizations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit http://www.inclusiveexcellence.siu.edu

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutoring.siu.edu/
Math Lab: http://tutoring.siu.edu/math_tutoring/index.html
WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://writers.siu.edu

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/up/home/displaylogin
ADVISMENT: http://advisement.siu.edu
SIU ONLINE: http://online.siu.edu

Fall 2015 R. O’Keefe
The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment:

- **Understanding**—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.

**II.1.1 Student Performance Criteria (SPC):** The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion.

**Realm A: Critical Thinking and Representation.** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

This studio meets 2014 NAAB requirements for Architectural Education Accreditation in the following Realm A areas:

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or
A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability 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.

A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

**Realm C: Integrated Architectural Solutions.** Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

This studio meets 2014 NAAB requirements for Architectural Education Accreditation in the following Realm C areas:

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

**Realm D: Professional Practice.** Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include
• Comprehending the business of architecture and construction.
• Discerning the valuable roles and key players in related disciplines.
• Understanding a professional code of ethics, as well as legal and professional responsibilities.

This studio meets 2014 NAAB requirements for Architectural Education Accreditation in the following Realm D areas:

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.

D.4 Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.