Syllabus

Faculty: Michael Brazley, Ph.D., AIA  Associate Professor & Architect
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Office Hours: MTWThF @ 8:00am to Noon or by appointment.

COURSE NO., HOURS, AND TITLE:  ARC 451-004, 6 credit hours, Design V: Urban Design and Community

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 department chair.

PREREQUISITE TO:  ARC 452 - Design VI: Integration

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

1. Learn architectural design through experiences and complex architectural projects with appropriate urban and community considerations.

2. Build on the design experiences and knowledge gained from the previous design course.

3. Develop the ability to make comprehensive analysis and evaluation of an urban space.

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

5. Develop a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects.

6. Develop an understanding of the national traditions and local regional heritage in architecture, landscape, and urban design, including vernacular traditions.

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

8. Acquire an understanding of the environmental, economic, and social aspects of sustainability by relating the individual to larger context of the community, regional, and global scale.
TOPICAL OUTLINE

<table>
<thead>
<tr>
<th>Topics</th>
<th>Percentages of Time</th>
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<tbody>
<tr>
<td>I. Program Development</td>
<td>5%</td>
</tr>
<tr>
<td>A. Research</td>
<td></td>
</tr>
<tr>
<td>B. Analysis</td>
<td></td>
</tr>
<tr>
<td>II. Context Analysis</td>
<td>10%</td>
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<tr>
<td>A. Data collection</td>
<td></td>
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<tr>
<td>1. Information organization</td>
<td></td>
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<tr>
<td>B. Analysis</td>
<td></td>
</tr>
<tr>
<td>III. Urban Design Concept Development</td>
<td>15%</td>
</tr>
<tr>
<td>A. Formulation of concept</td>
<td></td>
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<tr>
<td>B. Communication of concept</td>
<td></td>
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<tr>
<td>IV. Community Concept Development</td>
<td>15%</td>
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<tr>
<td>A. Concept realization</td>
<td></td>
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<tr>
<td>B. Design process</td>
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<tr>
<td>C. Communication of concept</td>
<td></td>
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<tr>
<td>V. Concept Design</td>
<td>20%</td>
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<tr>
<td>A. Development process</td>
<td></td>
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<tr>
<td>B. Communication process</td>
<td></td>
</tr>
<tr>
<td>VI. Design Development</td>
<td>35%</td>
</tr>
</tbody>
</table>

TEXTBOOKS:

**Required:**


**Reference:**


Equipment/Supplies

- English scales; a digital camera (a basic necessity); model building supplies - Two and Four-ply Museum Board as directed for study models and Basswood for final models. Digital printing will be required at numerous milestones during the course.

Sketchbook – Journal

Each student should have their own complete sketchbook/notebook with a continuous record of research, reading notes, thoughts, sketches, graphic representations of ideas, etc. available for review with the faculty at all times. I recommend a bound (plain or grid type) sketchbook to keep project notes, addresses, business cards, phone numbers, field notes, diary entries, sketches and maps, etc. for the entire project. Entries can be scanned for inclusion with digital presentations. Record our individual in-class meetings, lecture notes, and references to other research. This sketchbook-journal will be reviewed prior to mid-term and again at the end of the term.

Studio –

Your studio and your work is your responsibility – Open your mind, be on-time, and always be prepared to work during the studio. Bring ALL work TO ALL classes. Be prepared to present your work formally or informally during any class session.

Field Trips

There will be at least one multi-night field trip (see schedule) and other one-day or weekend field trips as needed. You should anticipate at least $300-400 in field trip expenses related to this class. The field trips have definite academic and community relationship-building purposes, so all students are expected to participate unless there is a serious extenuating circumstance. If it is impossible for a student to participate, an approved alternative learning experience is expected that supports the studio project.

Participation

Students will work as teams and as individuals throughout the semester. Attendance is required and expected. I consider my architectural studios, especially at this level, as being similar to a professional office work situation where your clients and staff depend on you getting your job done. Excellent attendance & work - excellent pay (grade); Erratic attendance & work - low pay (grade); Little attendance & work - Fired/no
pay (failing grade). Departmental policy indicates that 3 misses and your grade is to be lowered one full grade. Do not miss class for non-emergencies.

Occasionally, we will also be working along-side the faculty and students of the other sections in their respective communities. Our role in those situations is to be helping hands, assist when requested, and learn as much as possible from their projects. In addition, several faculty and students from Anthropology, Cinema & Photography, Department of History, and the School of Social Work may also be involved with us in both the Cairo Studio and the New Orleans project. It is hoped that we will learn aspects from each other’s projects and disciplines that might apply and be useful to our own work.

Each person has their own special skills and contributions to make by the time they are in 4th year Architecture and what’s important in a real office situation is that everyone has the opportunity and the obligation to contribute equally to the overall effort. Those in leadership roles or manager roles are obligated to encourage and help each person provide the maximum possible. It is also important that we treat each other as professionals. Negative or personal comments and put-downs to another about their ability or level of contribution typically drives that person further away. Look for and encourage the best in each of your colleagues and accept your responsibility to provide the best you can. If you notice a member of your class or group withdrawing, try to find out “why” and see if there is anything you may have said or done to cause this and/or find out what you can do personally to help resolve whatever issues are preventing full participation.

That being said, those who truly don’t participate or give the most and best they can, especially in a crunch when others are filling-in and doing extra work, and who might inadvertently be awarded a higher grade than their peers feel appropriate, should adjust their attitude ASAP. In a professional office, those individuals are quickly recognized and will eventually be demoted or asked to leave. (or drop the class in our case)

**Due Dates**

Projects are due at the date and time specified for submittal or presentation. Because most of our presentations are in-community, late projects are not acceptable unless there are extenuating circumstances and the student(s) make arrangements to present to the community at a mutually acceptable time. Un-presented projects will receive a D, F, or INC depending on the circumstance.

**Grading Criteria**

**Individual Grade & Evaluation Criteria:** This will be subjective to a great degree based on my perception of the level and depth of your individual participation in research, team projects, leadership, apparent learning, and overall attitude. I will provide a short written evaluation of each student’s work and performance after each presentation, prior to mid-term and at the end of the term. Team projects will receive a grade that will be factored into your individual grade. Unless there are extenuating circumstances, each member of the team will receive the same grade. Photocopies of your personal *Sketchbook-Journal* will be reviewed prior to mid-term and again at the end of the term.

A (90 pts +) Exceptional level of participation and work product - Only the very top process and product
Community  ARC 451 04

B  (80-89 pts)  Among the Best work in class - Clearly well above the average work
C  (70-79 pts)  Center of the pack /  average - Meets minimum acceptable standards
D  (60-69 pts)  Deficient - Below standards of the department
F  (<60 pts)  Failing - Of little value as either process or product
INC  Incomplete – used only in exceptional circumstances beyond the control of the student.  The student must be passing the course.  An agreement with the faculty must be made regarding completion BEFORE an INC will be issued.

Reminder Note: A “C” is the minimum grade for prerequisite courses for the School of Architecture.

Student Conduct
Please review Section II.A of the Student Conduct Code, page 18, regarding University policy regarding Acts of Academic Dishonesty.  Unless required as part of a team effort, students are to do their own work.  Do not trace or copy, including electronic copies, of another student's research or work unless specifically cleared with your instructor.  If there is ANY QUESTION, do not hesitate to ask, as this is a very serious offense, subject to the above referenced Student Conduct Code.

SPECIAL NOTE: Because we will be working in-community in areas that are already in-stress, it is critical that our personal and group behavior be “at our best”.  We not only are representing Southern Illinois University, we are representing the School of Architecture and our profession that “serves the public” and “serves in the best interest of the public”.

Special Concerns
IF ANY REASON exists with may prevent you from giving your full and undivided attention to the successful completion of this class, you MUST advise your faculty or program head immediately.  To be registered for this class, you must satisfy the prerequisites for the class.  If this is not the case or you are uncertain, you MUST see the instructor, advisor, or program head immediately.

For those of you who have not been in a design studio with me before:
Open your mind, prepare to work.
Keep up with reading and the assignments.
Full participation is essential.
Be on time to class
Always have ALL your work available for review at any time.

This semester will be the first time you will have worked at this scale.  The ideas are still grounded in basic design principles but there are new concepts, which you must learn if you are to be able to participate in the design process. Class attendance and participation is mandatory. Missing three or more classes will lower your grade by one or more letters.

The projects we will be working on are the most exciting project ever for this course.  My goal for us is to have a terrific semester.
Expected Learning Outcomes:
(main SPCs emphasized in red, secondary or inherent criteria in grey)

This class addresses the National Architectural Accrediting Board (NAAB) - 2009 Conditions for Accreditation for Educational Realms & Student Performance Criteria (SPC) wherein students 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: See also L.W. Anderson and D.R. Krathwold, eds., Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives (New York: Longman, 2001).

- **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.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

The accredited degree program must demonstrate that each graduate possesses the following:

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 assignment.
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 B: Building Practices, Technical Skills, and Knowledge.** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include: □ Creating building designs with well-integrated systems. □ Comprehending constructability. □ Integrating the principles of environmental stewardship. □ Conveying technical information accurately

The accredited degree program must demonstrate that each graduate possesses skills in the following areas

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design. 2014 Conditions for Accreditation National Architectural Accrediting Board, Inc.

**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 implications of design decisions across systems and scales. □ Synthesizing variables, diverse and complex systems into an integrated architectural solution. □ Responding to environmental stewardship goals across multiple systems for an integrated solution.
The accredited degree program must demonstrate that each graduate possesses skills in the following 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.

The accredited degree program must demonstrate that each graduate possesses skills in the following 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.
ACCOMMODATIONS FOR THE DISABLE

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with Disability Support Services (DSS) to help us determine appropriate academic accommodations. DSS (618-453-5738; http://disabilityservices.siu.edu/) typically recommends accommodations through a verification form provided to the student. Any information you provide is private and confidential and will be treated as such.

QUIGLEY HALL EMERGENCY RESPONSE PROCEDURES - Fall 2012

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu. Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Procedures: If an evacuation of Quigley Hall is required during an emergency, ALL School of Architecture students, faculty, and staff (from all three programs) are to gather ASAP after exiting in the grassed area east of the Quigley Courtyard and covered walkway area to determine if there are people unaccounted for at that particular time. There are four SoA faculty members that are part of the SIUC Quigley Hall BERT Team (Brazley, Frisch, Kidd, White, and Wojnarowski) who will be facilitating the necessary emergency procedures. There are BERT Posters located in numerous public areas throughout Quigley with Quigley Team emergency phone numbers.

Do not hesitate to call 911 if you have any sense of emergency and there isn’t a faculty or staff person available to immediately assist – 911 Staff are highly qualified and prepared professionals to make a response decision and to give you advice over the phone.

QUIGLEY HALL EMERGENCY RESPONSE MEETING AREAS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>Food and Nutrition</td>
<td>1</td>
<td>Woody Hall grassed area West of Quigley Main Entry</td>
</tr>
<tr>
<td>Child Development Laboratory</td>
<td>2</td>
<td>North Side Quigley beyond Fenced Area</td>
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<tr>
<td>Social Work</td>
<td>3</td>
<td>Grassed Area NE of Loading Dock and Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grassed Area East of Quigley Patio and the Covered Walkway</td>
</tr>
<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grassed Walkways Area beyond South Entry</td>
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</tbody>
</table>
General Classrooms & Auditorium | 1, 3, & 4 | Please instruct those outside faculty, students, and visitors during an emergency
ARCHITECTURAL DESIGN V

Urban Design and Community

ARC 451 04

Syllabus Attachment

Southern Illinois University

Fall 2015

IMPORTANT DATES

- Semester Class Begins: 8/24/2015
- Last day to add a class (without instructor permission): 8/28/2015
- Last day to withdraw completely and receive a 100% refund: 9/6/2015
- Last day to drop a course using SalskiNet: 11/1/2015
- Last day to file diploma application (for name to appear in Commencement program): 11/13/2015

FINAL EXAMINATIONS:
- 12/14 - 12/16/2015

Note: For outreach, internal, and intercourse dropdeadlines, visit Registrar’s Academic Policies website: http://southernillinois.edu/registration

FALL SEMESTER HOLIDAYS
- Labor Day: 9/7/2015
- Fall Break: 10/18 - 10/19/2015

WITHDRAWAL POLICY - Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form must be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit: http://southernillinois.edu/registration/catalog/11177.html

INCOMPLETE POLICY - Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in normal 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, fail it, 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 computed in the students grade point average. For more information please visit: http://southernillinois.edu/registration/incomplete.html

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enrol 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 (C/C+), or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See final policy at: http://southernillinois.edu/policy/academicpolicy/incomplete.html

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit: http://southernillinois.edu/registration/catalog/grad/index.html

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides central coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, review of student-supplied documentation, and completion of Disability Accommodation Agreements. See policy at: http://southernillinois.edu/policy/disabilityservices/index.html

PLAGIARISM CODE

See: http://southernillinois.edu/common/documents/plagiarismguide%202015.md#2015

MORRIS LIBRARY HOURS

http://www.library.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender in a Civil Rights offender’s subject to the same kinds of accountability and the same kinds of support applied to offenders 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

SAUER CARES

The purpose of SAUER 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 Sauer Cares (618) 453-5714, or sauercares@siu.edu, http://sauercares.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 Sylhbus attachments for the following page. 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 kinds of society, nationalities, ethnicities, lifestyles, and affiliations. 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.siu.edu/diversity/services/index.html

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and study labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutoring.siu.edu/

Math Labs: 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://www.siu.edu/writingcenter/

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/portal/dispByLogin

ADVISMENT: http://advisement.siu.edu/

SIU ONLINE: http://southernillinois.edu/

Fall 2015/RK/Kochke