ARC 550-6 – Regional Architecture Studio  Fall 2015

Course Description:  Architectural design studio focused upon regional architecture and planning. The studio addresses regional architectural issues building upon the local culture and design traditions.

Instructors
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Course Goals and Objectives

Upon completion of this course, the student will:

- Gain the ability to create an architectural design that acknowledges the sense of regionalism and place inherent in geographic regions.
- Understand the relationships of diverse cultures and heritage (including social conditions, health and educational delivery systems, economic engines, transportation and energy systems and infrastructure, natural resources, national, state, and local politics, and/or regional climate) and how these and other regional forces affect architectural form.
- Develop an idea of how to construct a new design paradigm grounded in an understanding of a particular strongly identifiable yet complex multi-state region.
- To develop skills of critical thinking, quality research, and clear communication through readings, class presentations, discussions, and a significantly appropriate research project with regard to a regional issue.

Refer below for expected outcomes corresponding with NAAB student performance criteria.

Topical Schedule:

1. 3-Week Project – Exploring Regionalism
2. 7-Week Project – Regional Microbrewery
3. 6-Week Project – A Religious Building

FIELD TRIPS: There will be a series of face-to-face meetings throughout the semester where students and professors will meet for collaborative learning and work. There will also be a field
trip and other day field studies as needed (see project schedule, to be determined by the extent of field data needed). For students unable to participate, an approved alternative learning experience is expected that supports the studio project. Face-to-face meetings at Ranken College in St. Louis for the online M Arch program will be:

September 18-20  
November 6-8  
December 12  
(Carbondale)

These dates are Saturdays and Sundays. Work a half-day or all day Friday, then come to St. Louis that afternoon or evening. The group will have dinner on Friday evening but no learning activities are planned for Fridays. We will meet all day on Saturdays and half-day on Sundays so that you can fly out or leave STL in time to arrive home that evening for work on Monday morning. Please have pocket cash with you to cover lunch and dinner on Saturday.

Course Schedule/ Calendar
Provided within Desire2Learn.

General Topical Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentages of Time</th>
</tr>
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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>15%</td>
</tr>
<tr>
<td>a. Data collection (includes site visit)</td>
<td></td>
</tr>
<tr>
<td>b. Information organization</td>
<td></td>
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<tr>
<td>c. Analysis</td>
<td></td>
</tr>
<tr>
<td>III. Concept Design</td>
<td>20%</td>
</tr>
<tr>
<td>a. Development process</td>
<td></td>
</tr>
<tr>
<td>b. Communication process</td>
<td></td>
</tr>
<tr>
<td>IV. Design Concept Development</td>
<td>25%</td>
</tr>
<tr>
<td>a. Formulation of concept(s)</td>
<td></td>
</tr>
<tr>
<td>b. Communication of concept(s)</td>
<td></td>
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<tr>
<td>V. Design Development + Documentation/Proposal Presentation</td>
<td>35%</td>
</tr>
</tbody>
</table>

Methodology

ARC550 is a combination lecture, in-situ observation, and design studio course, engaging dynamic levels of critical thinking, research, and application in rich contextual settings. Beyond basic design capacities, students will be expected to complete essential research projects from assigned readings, taking notes, presenting findings to participants, and applying concepts within very real situations. Lectures may be given at any time for the presentation of information, concepts, and ideas, questions regarding
assignments, and demonstration of techniques or expectations. Learn to express your thoughts while accepting the ideas of others and building the co-collection of ideas into an overall dialogic work.

**Evaluation**

Final grades are based on evaluations of student performances on assigned projects. Each project is assigned a percentage of the final grade (100%) based upon scope, complexity, and duration. Each project has a series of sub-grades based on each level of work progression and specific tasks needed to fulfill the project. The final grades per project are derived as the total of these numbers and summated as the semester grade, less any deductions for excess absences or lack of participation. Since the projects are group or team-oriented, there will be co-grading between individuals of teams and between teams to further encourage public accountability and to promote interaction and participation in one’s own value in the social setting. This emulates urban design as an inter-subjective and co-reflexive, social practice, not an isolated, subjective event or even a pure art of its own. This co-evaluation should be taken seriously and responsibly. In addition, the professor will grade accordingly in the ‘traditional’ manner as the final authority to the success of the project and/or progress of the student. The final grade outcome remains the burden of the professor. While there will be scheduled discussions and reports of each students’ progress, it is ultimately up to the student to consult with the professor on an on-going basis if there is any question of their status.

Class Task and Percentage Grading Outline (The milestone items and point values for which a grade will be applied include):

**Grading Scale**

**A - Greatly Exceeds Expectations**
Not only fulfills the objectives of the studio syllabi and project statements, but extends them through new discoveries, and insights, beyond their stated scope. These students demonstrate a high degree of professional dedication, rigor, passion and skill for research and exploration, open-mindedness and resourcefulness. They have developed an ability to build upon feedback from a variety of sources, and to excel with an emerging independent “voice”. Their work is rigorously thought through, well crafted, and clearly communicates the breadth and depth of their investigations. An “A” project is one that is superior in a number of dimensions.

**B - Fulfills Expectations**
Meets the stated objectives of the studio syllabi and project statements, while also elaborating on the stated issues through independent investigations that lead to developments in the work. These students demonstrate a medium degree of professional dedication, inquisitiveness, systematic rigor and resourcefulness. They are developing an ability to build upon feedback from a variety of sources and are beginning to develop an
independent “voice”. Their work is competently thought through, well crafted, and clearly communicates the breadth and depth of their investigations. A “B” project is one that is distinguished from the average.

C - Just Meets Expectations
Minimally meets the basic requirements of the studio syllabi and project statements, without meeting the larger qualitative objectives. These students demonstrate a low degree of professional dedication and require constant guidance. While demonstrating an understanding of the problem, basic design and communication skills are minimally met. Time management and the breadth and depth of the student’s investigations are lacking. There is little or no evidence of an emerging “voice”, and the ability to develop an independent direction to the work. Although reasonably well crafted the work does not communicate inquisitiveness, systematic rigor and resourcefulness. A ”C” project is one that is average and acceptable.

D - Does Not Meet Most Expectations
Deficient work does not meet many of the basic requirements and objectives of the studio. The work is often fragmentary, lacking synthesis, incomplete, and thought of as simply fulfilling an assignment due on a particular day rather than an opportunity to develop as a designer. These students generally suffer from the following deficiencies: lack of professional dedication, a closed-minded attitude, lack of time management skills, lack of basic professional design and communication skills. As in any professional office, deficient work is unacceptable.

F - Fails all expectations

INC – Incomplete
Will be used only in exceptional circumstances beyond the control of the student. The student must be passing the course at the time. Agreement with the faculty must be made for completion BEFORE an INC will be issued.

Additional Notes
All assignments and projects must be turned in at the specified time and place. Late projects with an excused absence, as defined by the university’s guidelines and with prior notification to the instructor of absence, may be accepted. Late projects with an unexcused absence will be penalized by deducting seven points from the project grade for each day the project is late, including week-end days. The professor should be notified by telephone or e-mail of any absence. The student must present verification of excused absence at the next scheduled class attended.
Attendance is expected in the design studio. The design studio is the core of your professional education and your participation is an indication of your desire to be an architect. It is required that you arrive on-time and stay until the end of the assigned period, as to not miss introductions, general comments, instructions, assignments, discussions, summaries, etc., that affect everyone involved. Please do not ask to leave early after you have had a critique. Students who are not in studio do not benefit from the information and demonstrations presented. It is your responsibility to obtain any missed information from other students. Students who do not officially withdraw from the course before the drop deadline will receive a grade based upon their semester average, which will include zeroes for projects assigned but not submitted.

**Expected NAAB Student Performance Criteria**

This class addresses the National Architectural Accrediting Board (NAAB) - 2014 Conditions for Accreditation for Educational Realms & Student Performance Criteria (SPC).

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.

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.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.6 Environmental Systems: Ability to demonstrate the principles of environmental systems’ design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

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.

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.