ARC 352 Design IV: Complexity – 6 credits
Southern Illinois University - Carbondale SPRING 2016

Instructor: Steven Turnipseed AIA NCARB LEED BD&C RID
Office: 401 (Fourth Floor)
Telephone: office: 618-453-1982 Call SoA Sec w/ messages
e-mail: steve.turnipseed@siu.edu
Office Hours: T-TH 10:00 – 1:00 AM and by appointment

:: Course Description ::
Completion of complex design projects in varied environmental settings. Rapidly paced projects designed to provide the maximum exposure to complex architectural typologies. Analysis of facility program, site and client to address management of complex patterns. This semester we will explore “house” in a very broad interpretation.

Prerequisites: ARC 351, 381 and major in architectural studies or consent of school director.

Prerequisite to: ARC 451 - Design V: Urban Design and Community
ARC 491 - Professional Practice I: Office Practice

:: Meeting Location and Time ::
Room 304 Sec 001: MWF 8:00 – 11:50 AM
:: Course Objectives ::

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

1. Learn architectural design by experiencing a series of appropriately complex architectural projects.

2. Obtain the ability to make a comprehensive analysis and evaluation of a building, building complex or urban space.

3. Apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components.

4. Acquire an understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.

5. Reinforce the issues of sustainable design, as one aspect of the design of complex architectural typologies, through repeated application of the principles.

6. Acquire an ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team.

:: Topical Outline ::

<table>
<thead>
<tr>
<th>Topics</th>
<th>Percentages of Time (Estimated)</th>
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<tbody>
<tr>
<td>I. Program Development</td>
<td>10%</td>
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<tr>
<td>A. Research</td>
<td></td>
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<td>B. Analysis</td>
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<tr>
<td>II. Site Analysis</td>
<td>5%</td>
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<td>A. Data collection</td>
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<td>1. Information organization</td>
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<td>B. Analysis</td>
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<tr>
<td>III. Concept Generation</td>
<td>25%</td>
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<td>A. Formulation of concept</td>
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<td>B. Communication of concept</td>
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<tr>
<td>IV. Concept Development</td>
<td>40%</td>
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<tr>
<td>A. Concept realization</td>
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<td>B. Design process</td>
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<td>C. Communication of design</td>
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<tr>
<td>V. Design Development</td>
<td>20%</td>
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<td>A. Development process</td>
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<td>B. Communication process</td>
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:: 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.”

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.

Because very little design is actually produced by a single person, we will learn to seek and accept other people’s input and help for the refinement of our designs. There will be team assignments as part of the overall design process.
:: 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 $150-200, and adjust your budget accordingly. Everyone should become aware of the various suppliers (local, St. Louis, internet) and their associated costs & delivery schedules, 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. We may have such a facility operational soon in the basement.

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 three design projects and class participation in the following proportion:

- **Project 1:** Three weeks 15%
- **Project 2:** Four weeks 25%
- **Project 3:** Seven weeks 50%

**Professional Conduct and Participation:** 10%

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**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 – Projects:

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

- **Completeness** 20 points
- **Design Process** 25 points
- **Design Solution** 30 points
- **Presentation Quality (Model & Drawings)** 20 points
- **Verbal Presentation** 5 points

Evaluation will be taking place throughout the duration of each project, not just at the final presentation, so it is critical that you remain focused on doing your best work every day.
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<td>17</td>
<td>18 MLK Holiday</td>
<td>19</td>
<td>20 Introduce P1</td>
<td>21</td>
<td>22 Analysis Review (Program, Site, Client)</td>
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<tr>
<td>24</td>
<td>25 Design Concepts Review</td>
<td>26</td>
<td>27 Design</td>
<td>28</td>
<td>29 Design/Preliminary Model</td>
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<tr>
<td>31</td>
<td>1 Design/Presentation</td>
<td>2</td>
<td>3 Work on Final</td>
<td>4</td>
<td>5 Work on Final</td>
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</tbody>
</table>
| **FEB** | | | | | | **P1 Due**
| 7 | 8 Project 1 Review | 9 | 10 Introduce P2 | 11 | 12 Analysis Review (Program, Site, Client) |
| 14 | 15 Design Concepts Review | 16 | 17 | 18 | 19 Design/Preliminary Model |
| 21 | 22 Studio Work | 23 | 24 Studio Work | 25 | 26 Review Progress |
| 28 | 29 Start Final Presentation | 1 | 2 Work on Final | 3 | 4 Work on Final |
| **MAR** | | | | | | **P2 Due**
| 6 | 7 Project 2 Review | 8 | 9 Intro P3 | 10 | 11 Analysis Review (Program, Site, Client) |
| 13 | 14 Spring Break | 15 | 16 Spring Break | 17 | 18 Spring Break |
| 20 | 21 Concept Development | 22 | 23 Design Concepts Review | 24 | 25 Development |
| 27 | 28 Plan/Section/Elevation | 29 | 30 Studio Work | 31 | 1 Studio Work |
| **APR** | | | | | | **P3 Due**
| 3 | 4 Presentation of Refined Plans/Sec/Elev/Model | 5 | 6 Studio Work | 7 | 8 Review of Progress Board Layout |
| 10 | 11 Studio Work | 12 | 13 Studio Work Presentation - Format | 14 | 15 Review of Progress |
| 17 | 18 START FINAL PRESENTATION | 19 | 20 Work on Final | 21 | 22 Work on Final |
| 24 | 25 Work on Final | 26 | 27 Work on Final | 28 | 29 Work on Final |
| **MAY** | | | | | | **P3 Final Pres 8 - 12**
| 1 | 2 Presentation Week Work on Final | 3 | 4 Presentation Week | 5 | 6 Presentation Week |
| 8 | 9 FINALS WEEK | 10 | 11 | 12 | 13 FINALS WEEK |

**FINAL 8-10**
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.

- **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.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC) assigned to this course:

**11.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

**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.

**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.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

B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

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.

B.3 Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.
IMPORTANT DATES

SEMESTER CLASS BEGINS .............................................. 01/19/2016
Last day to add a class (without instructor permission) .................. 01/24/2016
Last day to withdraw completely and receive a 100% refund .............. 01/31/2016
Last day to drop a course using SalukiNet ................................ 04/03/2016
Last day to file diploma application (for name to appear in Commencement program) ............................................. 02/12/2016
Final examinations .................................................................. 05/09-05/13/2016

Note: For outreach, internet, and short course drop add dates visit Registrar’s Academic calendar.

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

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 procedures to follow when dropping courses and when withdrawing from the University, please visit:
http://registrar.siu.edu/catalog/undergradcatalog.html

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 computed in the student’s grade point average. For more information please visit:
http://registrar.siu.edu/grades/incomplete.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 (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at
http://registrar.siu.edu/catalog/undergradcatalog.html

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit:

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

Student Conduct Code http://sr.re investiga.pdf
Guidelines for Faculty http://pvcia.siu.edu/_comment/documents/Plagiarism/Guidelines%20for%20Faculty.pdf

MORRIS LIBRARY HOURS

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

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 siucares@siu.edu, http://siucares.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. 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 at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. 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.

INCLUSIVE EXCELLENCE

SIU commits people from all walks of life, from many different cultures and sub-cultures, and representing all strata 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.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 Labs http://math.siu.edu/courses/course-help.php

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://write.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/ep/home/displaylogin
ADVISEMENT: http:// advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcia.siu.edu/
SIU ONLINE: http://online.siu.edu/

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