Architectural Design 352
Spring 2016

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Office hours TTH from 10:00pm to 1:00pm or by appointment

From the ARC Program Master Syllabus

COURSE NO., HOURS, AND TITLE: ARC 352 – 003
Design IV: Complexity

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 toward management of complex patterns. 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

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

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<th>Topics</th>
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<td>I. Program Development</td>
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<td>A. Research</td>
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(Estimated) 10%
II. Site Analysis 5%
   A. Data collection
      1. Information organization
   B. Analysis

III. Concept Development 25%
   A. Formulation of concept
   B. Communication of concept

IV. Concept Development 40%
   A. Concept realization
   B. Design process
   C. Communication of design

V. Design Development 20%
   A. Development process
   B. Communication process

PLEASE NOTE: Late projects without an excused absence, as defined by the university’s guidelines and with prior notification to the instructor of absence, will not be accepted. The student must present verification of excused absence at the next scheduled class attended. 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 a zero for projects assigned and not turned in and graded. Continual non-attendance of a course does not automatically drop you from the class list.

FIELD TRIP: The field trip is a requirement of the course but we recognize that family or work commitments may make it impossible for you to make the trip. Should that be the case you will be expected to write a paper that will be assigned to you prior to the trip.

Evaluation: Final grades are based on an evaluation of student performance of assigned projects. Each project is assigned a percentage of the final grade (100%) based upon scope and duration of project. Each project is assigned a grade. The final grade is derived by multiplying each project grade by its’ percentage, the total of these numbers is the semester grade.

All assignments and projects shall be turned in at the specified time and place for full credit. Late projects, with an excused absence, as defined in the university’s guidelines and with prior notification to the instructor of absence, may be accepted. The student is responsible for initiating discussion with the professor of when the project will be due. Remember the class continues and the student is expected to keep up with current studio work. 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-ends. For excused absences the student must present verification of excused absence at the next scheduled class attended along with the project. For extended illnesses it is the student’s responsibility to initiate conversation with the instructor to determine an appropriate due date for any missed projects.

Attendance is expected in the design studio. The design courses are 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, as often the studio will start with general comments and discussions that affect the whole studio. If you arrive late you will miss these discussions and inconvenience others. It is required to stay until the end of the studio. Do not ask to leave early after you have had a critique.
It is required to have materials at your desk during each studio period appropriate for design studio. If you are waiting around to get a critique you will get one, continue working and sketching. Students who are not present in studio do not benefit from the information and demonstrations presented. It is your responsibility to obtain missed information from the other students. You may miss three classes for whatever reason, after that your course grade will be reduced by one letter grade per absence. If you miss more than a total of four classes, whether excused or unexcused combination, you should consider dropping the course.

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 a zero for projects assigned and not turned in and graded. Continual non-attendance of course does not automatically drop you from the class list.

Grading Scale:

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 59 or less F

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

Studio Expectations:

The studio is your home for the semester. It is a dedicated space for your use and benefit. As we all share the studio, please keep it reasonably clean and be very careful with food and drinks. There is, of course no smoking allowed. This applies to scheduled classes as well as evenings and weekends. The use of spray adhesive or spray paint is not allowed in the design studio or the building. Go outside to the grass areas, put down a protection sheet to protect the environment to use these materials. No cutting of material is allowed on desktops covered with Borco (drafting material). Cutting tables are assigned in each studio, you have cutting mats from ARC 121, and/or you can purchase a sheet of Three-ply chipboard (36” x 42”) to cover the desk tops to cut on. Learn to work in the studio and exchange ideas with your peers.

Student Conduct Code

It is each student's responsibility to know and comply with the SIUC Student Conduct Code.

www.infotech.siu.edu/salukiware/mac/html/gradcat/conduct.htm
The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice. The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

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.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

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:

Source: National Architecture Accrediting Board, *2009 Conditions*
required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

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**II.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:**
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students’ learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.

\(^\text{10}\) See also Taxonomy for Learning, Teaching and Assessing.’ A Revision of Bloom’s Taxonomy of Educational Objectives. L.W. Anderson & DR. Krathwoid, Eds. (New York; Longman 2001).

2009 Conditions for Accreditation
National Architectural Accredating Board, Inc.
• Communicating graphically in a range of media.
• Recognizing the assessment of evidence.
• Comprehending people, place, and context.
• Recognizing the disparate needs of client, community, and society.

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.4. Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

A.5. Investigative Skills: *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A.6. Fundamental Design Skills: *Ability* to effectively use basic architectural and environmental principles in design.

A.7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

A.10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students learning aspirations include:

• Creating building designs with well-integrated systems.
• Comprehending constructability.
• Incorporating life safety systems.
• Integrating accessibility.
• Applying principles of sustainable design.

B.1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an
inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B.2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), Sensory, and cognitive disabilities.

B.3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B.5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

B.7. Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

B.9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

B.10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

B.12. Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities.
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 3. Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
Calendar - School of Architecture - Spring 2015
Third Year Architecture Program

This calendar is subject to change. Please check any dates and schedules with your course instructor.

This calendar is intended to provide for coordination of due dates for design projects, papers, tests, lectures and other activities central to the life of the students in our Architecture program.

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Note: Please review the schedule and due dates carefully. We, all of the faculty that teach in third year, have tried to coordinate due dates for projects and exams. The process is not perfect, but it is sensitive to the requirements and demands of being a third year design student. You may find that there are times when projects or tests are closely packed…make sure you look ahead and plan accordingly.
REQUIRED DOCUMENTS FOR REVIEW

1. **Site Plan**: Scale 1/16”=1'-0". Show plot surroundings, buildings, streets, zoning, etc. making clear reference of project’s influence within the zone.

2. **Ground Level Plan**: Scale ⅛"=1'-0". Show project floor plan and buildings’ interiors, public stairways and rest rooms; public areas, open spaces, etc. Label all spaces. Indicate pedestrian walkways and landscaping. Indicate north and graphic scale.

3. **Other levels Plans**: Scale ⅛"=1'-0" Label all spaces. Show windows and doors, stairs, elevators, etc.

4. **Roof Plan**: Scale ⅛"=1'-0". Show all included in Ground Level plan but interiors, plus buildings’ roofs and the terrace areas’ coverings, with the addition of shadows on the ground.

5. **Two building sections**: Scale ⅛" = 1'-0” One longitudinal and the other transverse (orthogonal to each other) showing basement levels, all cut elements, adjacent streets and other external references. Sections should delineate use of natural light, energy conservation methods and appropriate scale of spaces.

6. **Two wall sections**: scale ¼" = 1'-0". One longitudinal & transverse wall section from the bottom of the footer to the top of the roof.

7. **Four elevations**: Scale ¼" = 1'-0" where better showing the project’s spirit.

8. **Project model**: Scale ¼" = 1'-0” physical model that thoroughly illustrates the scope and intent of your design solution. The model should allow for a clear illustration of the contextual relationship of your project to the site and adjacent structures by the use of a shared context Site Model that allows each student to drop in their individual project. This last built by all studio students.

9. **Two exterior site/building perspectives & two interior perspectives (minimum)**: These perspective views should capture the essence of the project as a whole within specific sights.

   In your documents you must indicate the following:
   - Building materials.
   - Structural solution, system and subsystems.
GRADING CRITERIA

1. Problem statements and conceptual solutions.

2. Program Requirements
   a. Development of All Programmed Spaces.
   b. Conformance to Square Footage Requirements.
   c. Compliance with Required Spatial Relationships.

3. Design Logic
   b. Spatial Relationships/Proportions/Adjacencies.
   c. Functional relationship to surroundings.
   d. Compatibility to Existing Context, Site and Climate.
   e. Natural Lighting and Ventilation.
   f. Environmental issues.

4. Code Compliance
   a. Handicapped Accessibility Requirements.
   b. Egress pathways, exits and stairs.

5. Technical Aspects
   a. Materials Selection and Wall, Floor, and Roof Assemblies.
   b. Structural Systems, their Appropriateness and Integration.
   c. Mechanical Systems, rain water collection, yields and ducts.

6. Drawings and other graphics, Model (fit at Site Model).

7. Completeness and Clarity of Presentation.
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 in Quigley Hall and elsewhere on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines 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.

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 (Michael Brazley, Scott Frisch, Dave White, and Nadine 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 – There 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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>General Classrooms &amp; Auditorium</td>
<td>1, 3, &amp; 4</td>
<td>Please instruct those outside faculty, students, and visitors during an emergency</td>
</tr>
</tbody>
</table>
IMPORTANT DATES
Semester Class Begins .................................................. 01/09/2016
Last day to add a class (without instructor permission) .................. 01/24/2016
Last day to drop a class .................................................. 01/26/2016
Last day to withdraw completely and receive a 100% refund ............. 01/31/2016
Last day to drop a course using SakaiNet ................................ 04/02/2016
Last day to file the diploma application (for name to appear in Commencement program) .................. 02/12/2016
Final examinations ....................................................... 05/09-05/13/2016
Note: For course reserves, and other course drop add dates, visit Registrar’s Academic website. http://registrar.siu.edu

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/undergraduatecatalog.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 grade of A, B, C, or D, the course repetitions must occur at Southern Illinois University at 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/undergraduatecatalog.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit:
http://gradschool.siu.edu/about-usc/gradcatalog/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. See full policy at:
http://www.disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code: http://situ.siu.edu/student_conduct_code/

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 and protection 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 resource 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 all 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
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INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and represents all strata of society, nationalities, ethnicities, lifestyles and affiliations. Learning from and working with people who differ in an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusivenessiu.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://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://writing.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:
SAULKINET: https://salukinet.siu.edu/op home/campus/login
ADVISMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://prov.siu.edu/
SIU ONLINE: http://online.siu.edu/

Spring 2016 R.O. Toussaint
GRADE SHEET

NAME:

SITE: Parking layout, access / location on site, relationship to building and building entry, service requirements, solar orientation, wind orientation, noise orientation, pedestrian access to entry from parking, concept / formative idea reflected in site development. Approach, entry sequence.

BUILDING DESIGN:

CONCEPT: Supports building typology, formative idea supports concepts, building forms reflect concept and formative ideas.

CONTEXT: Response to climatic, vehicular transportation, pedestrian, urban neighborhood.

FUNCTION: All program areas included, logical functional relationship, entry clearly defined, cover at entry for loading / unloading, shape of spaces / use, circulation clear

AESTHETICS: Balance, proportion, mass / void, material selection.

GREEN ARCHITECTURE: A sustainable response to: formative idea & concept; climatic & location; design and building materials.

DESIGN COMMUNICATION:

Site plan

Floor plan(s)

Elevation(s)

Wall section

Site / building sections

Interior perspective

Exterior perspective in context

Model