Architectural Design 352
Spring 2015

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Office hours MWF from 12:00pm to 1:00pm or by appointment

From the ARC Program Master Syllabus

COURSE NO., HOURS, AND TITLE: ARC 352 – 004
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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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 matts 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
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.
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*

**PART Two (II): SECTION 1 - STUDENT PERFORMANCE- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA**

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.

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

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 inquisiteness.

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 Accrediting 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.
Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:
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 Public Safety’s website www.dps.siu.edu (disaster drop down) and in the 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.

Students With a Disability:
Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:
During the spring semester we have a Storm Drill. Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:
During the fall semester we have a Fire Drill. Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class. These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat:
If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. DO NOT USE YOUR CELL PHONES. Some bombs are triggered by a cell phone signal.
Shooter in the Building:
If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.
If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him. Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. Be quiet and wait for the police to arrive. The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person MUST raise his/her hands above his/her head.

Earthquake:
In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Rave Mobile Safety Alert System:
We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to hrss.siu.edu (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/First Aid Classes:
If you would be interested in getting your name on a list for a free four hr. CPR or First Aid class contact LaVon Donley-Cornett at lavong@siu.edu.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information, contact Officer Russell Thomas russellt@dps.siu.edu.
Spring 2015

IMPORTANT DATES *
Semester Class Begins ..................................................01/20/2015
Last day to add a class (without instructor permission): ..........01/25/2015
Last day to withdraw completely and receive a 100% refund: ....02/01/2015
Last day to drop a course using SalukiNet: .........................04/05/2015
Last day to file diploma application (for name to appear in Commencement
program): ....................................................................03/13/2015
Final examinations: ..........................................................5/11–5/15/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar's Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday 01/19/2015
Spring Vacation 03/07—03/15/2015

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the
stopping of attendance. An official withdrawal form needs to be initiated by the
student and processed by the University. For the proper procedures to follow when
dropping courses and when withdrawing from the University, please visit
http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in
passing work are unable to complete all class assignments. An INC must be changed
to a completed grade within one semester following the term in which the course was
taken, or graduation, whichever occurs first. Should the student fail to complete the
course within the time period designated, that is, by no later than the end of the
semester following the term in which the course was taken, or graduation, whichever
occurs first, the incomplete will be converted to a grade of F and the grade will be
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/pdf/ugradcatalog1314.pdf

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 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 accounta-bility 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://salukicares.siu.edu/index.html

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

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-
cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and
affiliations. Learning from and working with people who differ is an important part
of education as well 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://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://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/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/
Project One:  Single Family House in Jackson County- Dream House

The architect should strive continually to simplify; the ensemble of the rooms should then be carefully considered that comfort and utility may go hand in hand with beauty.

Frank Lloyd Wright

Learning Outcomes

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

The Program

You are to design a single family home for a professional couple with two children. The owners, John is a university professor and his wife Michelle is an orthopedic surgeon; they are both natives of southern Illinois. Their children, Katy ten years old and Steven twelve years old, are both active in sports and enjoy the outdoors. Your clients have requested that you design their dream home on a private heavily wooded lot that maximizes views of the natural beauty of the site.

The Site

The 3.21 acre site is orientated on an east-west axis and is a heavily wooded lot with an aggressive topography. The Site has an existing drive that was designed by you to maximize views and the experience of the approach to the residence. It is important to you that the minimum number of trees is removed from the site in locating the home. The home that you design should take maximum advantage of the topography of the site. All are interested in a home that is energy efficient and takes advantage of green building techniques and principles.
Site Photo
The Requirements

It is important that each student develop a clear, organizing idea for their design concept. The concept helps define the overall shape of the design, organization of the spaces by function (both horizontally and vertically). Strong design concepts should also address relationships between public and private spaces, role of circulation in experiencing the building, direct and indirect daylight, entry sequence and the facades and the overall expression of the building in terms of space, form, structure, materials and site development. The programmatic requirements for this project are as follows:

<table>
<thead>
<tr>
<th>Room</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foyer</td>
<td>60.00 s.f.</td>
</tr>
<tr>
<td>Dining</td>
<td>150.00 s.f.</td>
</tr>
<tr>
<td>Kitchen</td>
<td>240.00 s.f.</td>
</tr>
<tr>
<td>Great Room</td>
<td>415.00 s.f.</td>
</tr>
<tr>
<td>Master Bedroom</td>
<td>285.00 s.f.</td>
</tr>
<tr>
<td>Master Bath</td>
<td>195.00 s.f.</td>
</tr>
<tr>
<td>Master Closet</td>
<td>70.00 s.f.</td>
</tr>
<tr>
<td>Bedroom one</td>
<td>210.00 s.f.</td>
</tr>
<tr>
<td>Bedroom one closet</td>
<td>30.00 s.f.</td>
</tr>
<tr>
<td>Bedroom two</td>
<td>230.00 s.f.</td>
</tr>
<tr>
<td>Bedroom two closet</td>
<td>35.00 s.f.</td>
</tr>
<tr>
<td>Laundry / Mechanical</td>
<td>35.00 s.f.</td>
</tr>
<tr>
<td>Two Studies</td>
<td>400.00 s.f.</td>
</tr>
<tr>
<td>Garage</td>
<td></td>
</tr>
<tr>
<td>3 Bay Parking</td>
<td>787.50 s.f.</td>
</tr>
<tr>
<td>1 Bay Storage (enclosed)</td>
<td>262.50 s.f.</td>
</tr>
</tbody>
</table>

The total approximate size of the home should be 2800 square feet excluding the garage. The garage will be conditioned space and the storage component of the bay will be a contained unit separate from (although adjacent to) the rest of the garage.

All programmed spaces are physically related through circulation elements and path configurations. Entry is regulated through subtle distinctions of public and private spatial zones. Vertical circulation is addressed through stairs and elevator. Paths, corridors, and zones define circulation among programmed spaces and areas. Circulation accounts for about 15 – 20% of a typical building program. Movement, however, is more than just about circulation and egress. It is about subtly choreographing the path of movement through and by spaces.

Presentation Requirements

The final presentation will consist of a final model at 1/8 " = 1’ –0” scale and a full set of rendered drawings at the same scale.
The final model will be constructed of chip board and other materials appropriate to show the intent of the design. Do not literally represent the building materials used in the building design.

The final drawings may be of any media or mix. The presentation should explain your process, clearly show your solution, contain a building section, an interior perspective, exterior perspectives, a short statement (100 words +/–) defining the concept and your intent on how it is expressed in the design. Professional, well executed graphics are expected in whatever media you choose.

All material indications in each plan, elevation, section, and perspective should be indicated properly according to standards. Light, shade and shadows will be used to create an artistic quality to the work and give a three-dimensional quality to the drawings. Entourage, scale figures and context are required on all drawings.

Floor Plans: One for each level. The First Floor/Site Plan should include the sidewalk, driveway (partial), existing trees and all exterior site development (pavers, concrete walks, ground cover, plantings, etc.). Show all appropriate surface textures including floor materials (tile, carpet, etc.), entourage, furnishings, etc. Include a North Arrow and Graphic scale for each floor plan. Label each programmed room, area and/or space directly on the plan (1/2” high lettering). Show all furnishings and fixtures where appropriate in plan and section. Use arrows and segments of line to indicate sections cuts. Show direction of travel on stairs, with arrows and UP or DN. Overhangs and overhead projections, change of planes, skylights are shown as a dashed line.

Wall Section: One required. Develop a detailed wall section of a primary wall indicating the construction make up of the wall.

2 Building Sections: Two required. Latitudinal Section & transverse drawings showing vertical relationships. It must be cut through major vertical spaces of the building. Light washes on wall surfaces from windows and lights, furniture (only fixed furniture required), scale figures (from trace files), entourage.

Elevation: Elevations of each side are required (in addition to section/elevation drawing). Show exterior materials, light, shade, shadows, trees, planters, context, etc. Title each drawing and indicate scale with a graphic scale. Scale figures required.

Interior Perspectives: One required. These required drawings present a major space, entry/ reception area or studio space and the overall image and design of this building.

Exterior Perspectives: One Required. These required drawings present a major exterior space and the overall image and design of this building.
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