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

<table>
<thead>
<tr>
<th>Topics</th>
<th>Percentages of Time</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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<tr>
<td>B. Analysis</td>
<td></td>
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<tr>
<td>II. Site Analysis</td>
<td>5%</td>
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<tr>
<td>A. Data collection</td>
<td></td>
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<tr>
<td>1. Information organization</td>
<td></td>
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<td>B. Analysis</td>
<td></td>
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<tr>
<td>III. Concept Development</td>
<td>25%</td>
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<tr>
<td>A. Formulation of concept</td>
<td></td>
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<tr>
<td>B. Communication of concept</td>
<td></td>
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<tr>
<td>IV. Concept Development</td>
<td>40%</td>
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</tbody>
</table>
A. Concept realization
B. Design process
C. Communication of design

V. Design Development 20%

A. Development process
B. Communication process

TEXTBOOKS:

Helpful:


INSTRUCTOR: Stewart Wessel, Professor
Room 407, Quigley hall
stuwes@siu.edu
618 713 6855
Office Hours: Tuesday/Thursday. 10:00am- Noon
(might be at Barracks—call any time for appt.)

Letter Grade only this semester: A+ A A- B+ B B- C+ C C- D F

1. Research will be graded on quality, thoroughness, writing/speaking, and visual presentation. Graduate level writing and verbal presentation is expected. Verbal should be practiced and professional.

2. All of the preceding will count toward the final grade, not just the final presentation. A low grade at the beginning of the semester does not disappear if the final project is an improvement.

3. There is no denying the competitive nature of studio grades, however I have no pre-conception of how many “B’s” or “C’s” will be awarded. Likewise, I have no problem awarding “D’s” and “F’s”.

4. Grade Verification Discussion…..Something new.


The following is provided as some insight to some studio related issues that are important to me as an instructor and as a designer. This is not to be interpreted as an expectation that you also find them important, but as a tool for you to use to understand some expectations, not much different than the development of a professional ability to understand your clients’ expectations and issues.

1. Third Year students should be capable of almost complete autonomy. Your ability to work on your own is important and expected. I will not be responsible for keeping your schedule or keeping you on track or telling you how to take notes. I will offer you as much critique and discussion as you solicit, however the initiation of critique is your job.

2. Attendance is considered to be important to the studio experience. I will expect attendance for most of the semester; however during periods before presentation, I am flexible. Attendance can be considered to be a part of effort and contribution and therefore part of your grade. If you have issues, please keep me posted.

3. Peer review and critique is a large part of studio life and the professional process, as well. You probably learn more from each other than any other source, including me. Take advantage!!!

4. I believe strongly in the advancement and progress of the newly accredited program here at SIU. I have no problem telling students that they are not meeting the requirements and should make other
No one is served by rewarding unacceptable work. I have been doing this for quite a while and believe that I can identify what is unacceptable. I try very hard to judge only the work and not the worker and factor personal feeling out of the evaluation completely.

5. I also feel that the pre-design issues are the most important and least covered in undergrad studios. This semester, we will develop the requirements for SITE, PROGRAM, CONTEXT, other requirements together. You will be expected to make decisions about these issues that you may not have been responsible for before. NO FEAR!!!

6. I will not design your project and my design tastes have nothing to do with my critique. Of course there are some issues that we may disagree on, so it is your responsibility to rationalize all of your design decisions. My belief is that almost every critique question can be answered by referring to:
   1. Program
   2. Site (Context)
   3. Concept

   If you have covered these three in pre-design and have used them to render design decisions, you should be bullet proof.

I am interested in your general well-being, but maybe not as much as you might want. I am not a therapist, counselor, psychologist and as far as I know, I am not related to any of you. My own kids will probably even tell you that I am not even very good at fatherly advice, so I avoid pretense to being able to solve all problems. Having said this, SIUC does have all manner of resources for personal issues and I will do my best to point you to the people who are so much more capable than I.

University learning disability service
If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with Disability Support Services (DSS) to help us determine appropriate academic accommodations. DSS (618,453.5738; http://disabilityservices.siu.edu/) typically recommends accommodations through a verification form provided to the student. Any information you provide is private and confidential and will be treated as such.

7. Design Studio should be fun. I’m not talking about wild party fun, but the kind of fun that comes from the enjoyment of that which we pursue and the sense of self satisfaction that comes from creative accomplishment. I have few, if any, rules about accepted behavior or restrictions on you as individuals. However, remember that there are others involved and some may not share your taste in music or your idea of acceptable language. I would never tolerate prejudice of any kind, including religious or sexual orientation. We are all legal adults. Let’s prove it.

8. No Booze
9. No Recreational Pharmaceuticals
10. No Guns
11. No Crying
12. Please! Please! Please! If you have any problem with me or the class, bring it to me first. I am reasonable and will do my best to make sure that you have a great experience this summer.

QUESTIONS: