ARC 552 Spring 2016
Graduate Architectural Design: Thesis I

School of Architecture – Master of Architecture Studies
6 credits - Meets MWF 1:00 –4:50 p.m. Room: Quigley 101

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This material borrows heavily from a syllabus and course description prepared by Professor Craig Anz in 2009, Walter Wendler in 2012, 2013, and official documents of the School of Architecture and Southern Illinois University

Please make sure to read this whole document and ask questions if anything lacks clarity.

ARC 552-6 Graduate Architectural Design/Thesis I

Catalog Description: Initial development of individual design/thesis project in a studio setting. The studio will consist of a design project or an individual student thesis project as developed in ARC 500-3, and developed in concert with graduate committee members. Approval of thesis project by graduate faculty is required. Prerequisite: 551-6 and 500-3.

Statement of Purpose: As an extension of the research components, the purpose of this studio is to develop an architecture that effectively and critically engages ongoing research and its role in architectural and design endeavors. Students will extend foundations for research, basic issues and concepts, methods, and programming to the design of the thesis project. The culmination of previous work on the thesis project will indicate, through an architectural program and subsequent design, the pragmatic understanding of architecture that is generally expected of graduates and entry-level professionals.

The goal is to have a total architectural project that consciously denotes formal inquiry and critical thinking, connecting one’s creative endeavors within a greater body of knowledge, but also connects the essential reasoning for architectural artifacts. The thesis product will be presented to class and committee members at scheduled review times where recommendations will be made toward fulfillment of final requirements. The student will prepare for these reviews a defined set of criteria and significant questions to present to their reviewers for input.

These series of reviews are intended to foster interaction and co-tutoring, thus building collective and critical knowledge bases, but also to guide effectively through the processes. Class activities will also include lectures and round-table discussions focused around pertinent topics and recommended readings from both the instructor and students. In addition, special care will be taken to foster planned and integrative pedagogical interaction with corresponding core seminars. While developing a comprehensive graduate thesis, you are encouraged to extend your horizons and seek the diversity of viewpoints through outside, formal peer-review and possible professional and/or organizational presentation.
Course Objectives:

Upon completion of this course, the student will:

Further logical development of a strategy for the development and preparation of their thesis research, programming, project proposals, and subsequent design implementation.

Critically understand basic standards for research quality, responsibility, judgment, and ethical practice as well as the basic premise of to “do no harm,” albeit extended into responsible design practice.

Foster reasoned and responsibly informed design initiatives through the formal extension of the research side of the allied design disciplines and in-turn convey their design strategy through effective verbal and writing skills.

Produce an architectural thesis-design project informed by a comprehensive program, from schematic design through the detail development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to Graduate program design criteria.

Develop a project and corresponding documentation into thesis format to meet university requirements (preferably ETD/UMI-Proquest) and NAAB criteria for professional degree. As such, the work also must comparable (meet or exceed) to architectural master’s thesis work at other peer institutions.

Supplies/Equipments: All pertinent materials required to work in studio toward meeting deadlines, reviews, and/or completing the final project.

Studio Space: QUIGLEY 101 is your official graduate studio-home, your responsibility, and your opportunity. Take care of it. Keep the studio neat, clean and professional. Treat people with respect and dignity. When you have concerns about something, talk to the person associated with the concern. Be professional. Do not abuse the studio space or others in it or around it. It is substandard in almost every dimension and doing anything to make it more so is counter-productive and unprofessional. Because this is your permanent studio-space, you should always be prepared to work in studio during the class and will have ALL your work available to you in studio. Always be ready for productive discussions in studio and be prepared to present your work formally or informally. All printing/plotting should be done BEFORE presentation sessions.

Attendance Policy: This section will work independently with their respective faculty and possible committee members. In order for the studio/course and your own experience to be fully developed, each individual needs to be available and working in the studio during scheduled hours and at other times as well. A minimum of one studio meeting per week for a progress check will be required of each student.

Student Conduct: Please review Chapter 7 Student Conduct Code in the SIU UNDERGRADUATE/GRADUATE CATALOG regarding University policy regarding Acts of Academic
Dishonesty. In particular to this course, students are to do their own work. Do not trace, lift, sample, or copy, including electronic copies, of any other’s work unless specifically cleared with your instructor and properly cited/sourced. If there is any question, do not hesitate to ask. Additional NOTE: This class will be conducted in a professional manner and as such will also be considered a ‘zero tolerance’ atmosphere. Any discrimination towards another person or otherwise will be acted upon accordingly.

Special Concerns: 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. To be registered for this class, you must satisfy the prerequisites for the class. If this is not the case or you are uncertain, you must see the instructor, advisor, or Chair immediately. NOTE: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the appropriate campus department involved with services for students with disabilities.

The Studio culture policy in force for this class is posted on the web at http://emarch.architecture.siuc.edu/studio-culture-policy/.

Emergency Procedures (required verbiage regarding BERT and emergency preparedness): 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 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.

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 thesis committee.

- Each student will be working individually and shall be completely responsible for his or her own work.

- Each project will have associated with it a set of objectives or expected behavioral outcomes. The purpose of attaching these outcomes to the projects is to insure that a range of awareness and understanding are developed, expanded and tested. Areas of interest will form the basis for grading on each project. These criteria are adopted for the NAAB accrediting requirements for professional programs in architecture (listed below).
Semester Work Requirements

First Review: All students in this studio should have developed during the fall semester the framework for your thesis project. While I have not reviewed all of these I have looked at a few to get an understanding of what most of you have undertaken to prepare for this semester in the thesis studio. It is my belief that you should have addressed:

1. Thesis Statement
2. Challenges and issues from the building type or project that you've identified, including but not limited to physical, social, economic, aesthetic, and cultural implications
3. Precedent studies
4. A preliminary design program
5. Initiated preliminary site identification and selection criteria
6. Compiled a bibliography representing an understanding of the project type and its parameters.

For the first review of work this semester the following is expected in presentation format to be complete by February 15:

1. A detailed preliminary architectural program that includes all space requirements, five significant problem statements related to the work completed in the fall semester in ARC 500, in 8.5 x 11 format.
2. A written and graphic site analysis that demonstrates a clear rationale for the selection of the site you have chosen and is accompanied by graphic analysis that identifies key issues that must be addressed in the building design. This material will be presented in 11 x 17 format.
3. Preliminary building plans that are responsive to the preliminary architectural program and the site analysis identified about. These plans should be presented in 11 x 17 format.
4. Preliminary assessment of appropriate materials, structural systems, HVAC systems, and other material aspects you are contemplating for the project. These should be presented in 11 x 17 format.
5. Preliminary massing studies, there should be five that are responsive to the form giving and order generating requirements and analyses identified above. These massing studies should be presented in 11 x 17 format at scales appropriate to your project.

The work identified above should be compiled and delivered to your committee and to me on or before the first scheduled presentation of your work. For clarity this means if you are scheduled to present on February 16 your work should be to the committee no later than that day. If your scheduled presentation is later in the week, you have more time, but the committee still needs a complete package of your developing project, before you make the presentation.
**Second Review**: The requirements for the second review will be discussed during the first month of class but be assured that the second review will essentially be a preliminary presentation of your entire project, in the format in which you intend to eventually present it.

**Third Review**: A dry run of the completed work in the final format and with substantial completion of drawings and all supporting documentation to allow for finished development to be complete by the end of the summer session.

Our intention is to help you focus on a schedule of work that will allow timely completion of the graphic and written documentation that comprise the thesis project. We have been engaged in such work for a long time, and that gives us the experience to be able to help you schedule your work so that it meets timing and quality requirements that are consistent with your aspirations and our expectations.

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**An Important Note:**

This class is graded. It is not pass/fail. You can earn grades of A – F.

You will be getting advice from your chair and committee members. Craig Anz is the instructor of record for the class and these due dates and project requirements are generally consistent with what your committee would expect. They are the requirements for this class though and as such they will stand as presented. It is acceptable if your chair, or committee members, require more, less or different standards for presentation. If you receive prior approval, the requirements can be adjusted to fit the any unusual needs of your project. That should be determined before the first week in February.

Our goal is for you to have a strong result for your final project that meets rigorous professional standards. If there is any part of this admonition that you do not understand please see me in the first week of class.
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 Master of Architecture program. Our collective adherence to it will provide the highest and best educational opportunities for our students by allowing focus and reducing unnecessary conflict in schedules.

This Schedule is subject to change.
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 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.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.

**Realm C: Integrated Architectural Solutions.** Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

**Student learning aspirations for this realm include**

• Comprehending the importance of research pursuits to inform the design process.
• Evaluating options and reconciling the implications of design decisions across systems and scales.
• Synthesizing variables from diverse and complex systems into an integrated architectural solution.
• Responding to environmental stewardship goals across multiple systems for an integrated solution.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
Syllabus Attachment  
Spring 2016

http://pvcaas.siu.edu/

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 siukares@siu.edu. http://salukicare.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 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 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/cp/home/displaylogin
ADVISMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaas.siu.edu/
SIU ONLINE: http://online.siu.edu/

Spring 2016 R.O. Brecke