



Azrieli School of **Architecture & Urbanism**

ARCS 5102 / M. Arch. 1 - Studio I

Fall 2016 / Monday, Wednesday, Friday 1:35 – 5:25pm

Instructors: Catherine Bonier & Johan Voordouw

Space and Site // Visualization and Translation

The fall term runs from September 7th to December 22nd 2016

INTRODUCTION

This is an introductory architectural studio, in which students will learn to work in multiple media, and to understand and develop their projects under the mentorship of their instructors. Students will learn the languages and techniques that will allow them to work towards professional competence within a collaborative profession. At the same time, each student will be required to develop their independent voice as a designer. While each student will have particular strengths, each student will develop their ability to actively interrogate images and objects, and to develop new products, questions, and ideas based on their own interpretations.

COURSE THEME & FORMAT

Because this studio provides an introduction for students with varied educational and professional backgrounds, assignments may be undertaken through various techniques, and will broach a range of complexities. Students more familiar with design techniques are welcomed to expand their projects, pushing their skills further. We also request that you assist your fellow students through positive mentorship. For those new to architectural studies, we recommend that you focus on the quality and craft of your work, and exercise patience. Each step will build on the next, and instructors and teaching assistants are available to help. Use this studio for vital skills acquisition, design development and as a first step towards the three studios and thesis to follow. Each student will have the opportunity to undertake collaborative research and critical analysis, while developing their communication skills.

This studio will undertake three projects that allow students to build the fundamentals of architectural design. The first design investigation takes on issues of material, construction and space. The second project will allow students to construct and to analyze site. The third project will allow students to synthesize the two prior projects into a small building project, to develop preliminary skills of program preparation and design.

COURSE OBJECTIVES, PEDAGOGY and ASSIGNMENTS

Students will develop their design abilities in this course through regular design projects, desk critiques, group critiques, informal pin-ups, formal reviews, project and program proposals, and other assignments.

Course Objectives:

1. To demonstrate basic mastery of architectural conventions, including the techniques of plan, section, elevation, axonometric drawing, and 3D physical and digital model construction.
2. To consistently produce drawings, models, writings, and other design studies which are carefully crafted, thoughtfully constructed, and complete.
3. To explore procedures of layering and transformation, in order to creatively develop design ideas and questions.
4. To develop a foundation for architectural literacy: visual, verbal, and written.
5. To begin to generate architectural projects situated in ideas, and iteratively modified to engage particular and informed readings of site and environment.

STUDENT RESPONSIBILITIES in this course

STUDIO CULTURE

- Carleton has a long established studio culture. This culture has evolved with new modes of working, particularly the computer. We are aware of the transition of students away from studio and into the computer lab. We request that students actively counter this migration. Please work in studio either on laptops, desktops or via analog means. Working in studio is fundamentally important for establishing a collegiality which will lead to lasting friendships and the development of an important support network that will aid in the development of each student's work through peer learning and collective engagement.

STUDIO ATTENDANCE

- **Attendance to every studio is mandatory** with the exception of the site visit where attendance is strongly recommended.
- Attendance for the full, designated hours constitutes a student's contract with the School and Instructor. *Studio is not, therefore, a place to "check in, check out"*. It is each student's responsibility to keep informed of decisions and announcements made during class hours regarding assignments, workshops, seminars, and related matters.
- Partial attendance on any class day is equivalent to an absence. Please conduct research, additional site visits, and purchasing of materials outside studio hours.
- Poor attendance by missing class, being continually late for class, leaving early or not participating during group discussions will adversely affect your experience and education. We will deduct marks for poor attendance and / or poor in class participation.
- If attendance is especially poor (missing 3 classes throughout the term) we reserve the right to fail the project regardless of the quality of the final work.

REVIEW CULTURE

While it is common to work till the last minute, this is disrespectful to your fellow students. Everyone should be present and engaged to support their fellow colleagues as they present their work. These presentations often offer vital insight that might improve one's own project. Attending reviews is an integral part of studio and architecture pedagogy. It is part of your development towards the profession.

REVIEW ATTENDANCE

- **Attendance to all reviews is mandatory.** *Students are required to join pin-ups and reviews from start to finish and may not under any circumstance continue working on their projects.* Non-attendance of reviews or pin-ups may result in the lowering of a student's final grade, with the exception of extraordinary medical or family circumstances and upon presentation of justificatory note. Pin-ups, reviews, or seminars may be scheduled either in advance or spontaneously throughout the term in support of studio themes and working methods.
- **Missing the final review is unacceptable.** Without proper documentation, it will result in a zero for the review grade and may result in a reduced project grade.

FEEDBACK

All studio tutorials, workshops and lectures, pin-ups and reviews are considered feedback, whether from the instructors or guest critics. Thus, students are expected to keep records (by taking notes) accordingly. At reviews, make sure to have a colleague take notes while you present your work.

PLAGIARISM

- In studio ideas from precedent studies are difficult to adjudicate in relation to conventional notions of plagiarism. However, students should endeavor to properly cite information/data collected during the research stage of the studio and maintain all standards of academic excellence and integrity in written/research aspects of the project. For example, please reference environmental data, ordinance survey maps, historical data/images, from books or online, etc. If you are downloading images, be sure to right-click to save image source, rather than trying to find it again later!
- Regarding precedent studies reference: building name, location, architect, and date of completion. Ensure you indicate why the image is relevant to your project.
- Please use the Chicago style manual as guidance.
- Please refer to the academic handbook for guidance. If in doubt, please consult the instructor

COMPUTING

We strongly recommend that students focus computer-design work using **Rhinoceros** as their central design platform, in conjunction with Adobe Creative Cloud. The Rhino beta-version for Mac is free but does not allow for advanced computation, full functionality, or most plug-ins. **Sketch Up or Revit are not acceptable alternatives to Rhinoceros.**

TIME MANAGEMENT

It is your responsibility to plan your time accordingly. Do not plan shift work, appointments or other non-academic activities during studio time.

WORKSHOP ORIENTATION AND TRAINING

- **To those students new to Carleton, please ensure you complete your workshop orientation and training in the week of September 12th to 16th.** (mark.macguigan@carleton.ca)

CONTACT INFORMATION:

Catherine Bonier, Arch Bldg. 407

E-mail: catherine.bonier@carleton.ca

Office Hours: Wednesday 11:00 – 12:30pm

Johan Voordouw, Arch Bldg. 314

E-mail: johan.voordouw@carleton.ca

Office Hours: Wednesday 11:00 am – 12:30 pm

- E-mail is a permanent record of communication and should be used professionally. Prior to contacting your instructor please reference the Course Outline, Project Brief, and CULearn.
- E-mail should be used to make an appointment prior to any meeting
- We will respond to non-emergency student e-mails twice per week
- Please do not contact the via phone. If you need to make an appointment, please do so during studio or set up a preferred date and time via e-mail
- If you are not receiving e-mails through your Carleton Account it is the student's responsibility to contact CCS to resolve the issue.

CALENDAR (See Schedule PDF on CULearn)

ACCEPTABLE ABSENCES & EXTENSIONS

- Illness, with proper medical documentation, and family grievance are examples of acceptable absences.
- Employment responsibilities, whether on or off campus is **not** an acceptable reason for lateness, lack of attendance or an extension.
- It is the student's responsibility to periodically back-up their work. While we empathize with data loss due to corruption, deletion or theft it is not grounds for an extension.

GRADING AND REQUIREMENTS

"Studio projects will be evaluated on the (1) strength of design concept/concepts, (2) development and articulation of the concept according to the objectives set forth in the project assignment, and (3) the clarity, craft and completeness of the work submitted at the hand-in deadline."

Percentage Breakdown List

Director's Charrette	05%
Project 1 (Catalogue of Carved, Cast & Constructed Spaces)	25%
Project 2 (Site)	25%
Project 3 (Building)	25%
Final Portfolio	10%
Discretionary	10%

- **Every day a submission is late is a 3% reduction in the project grade.**
- **The first 3% reduction occurs directly after the deadline time.**
- To ensure parity, final grading will be completed collectively and final grades will be in agreement of both studio instructors. Therefore, your final grade is 1) a reflection of our collective expectations for the studio, 2) the quality of your work in relation to your studio group and 3) in relation to the year as a whole.

ACCREDITATION AND PROFESSIONAL EXPERIENCE

For the purposes of accreditation, graduating students must demonstrate *understanding* or *ability* in the student performance criteria listed below, according to an established sequence. The 31 SPCs are as follows:

Student Performance Criteria

A1 Critical Thinking Skills.

A2 Research Skills.

A3 Graphic Skills.

A4 Verbal and Writing Skills

A5 Collaborative Skills

A6 Human Behavior

A7 Cultural Diversity

A8 History and Theory

A9 Precedents.

B1 Design Skills

B2 Program Preparation

B3 Site Design

B4 Sustainable Design

B5 Accessibility

B6 Life Safety Sys, Bldg. Codes & Stds

B7 Structural Systems

B8 Environmental Systems

B9 Building Envelopes.

B10 Building Service Systems.

B11 Building Materials and Assemblies.

B12 Building Economics and Cost Control

C1 Detailed Design Development

C2 Building Systems Integration

C3 Technical Documentation

C4 Comprehensive Design.

D1 Leadership and Advocacy

D2 Ethics and Professional Judgment

THIS COURSE MEETS THE FOLLOWING CRITERIA:

In addition to the specific course objectives listed, this studio is responsible for demonstrating that students are able to meet the following CACB Student Performance Criteria (SPC):

A1. Critical 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 them against relevant criteria and standards.

A2. Research Skills: Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.

A3. Graphic Skills: Ability to employ appropriate representational media to convey essential formal elements at each stage of the programming and design process.

A5. Collaborative Skills: Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with others when working as members of a design team and in other settings.

A9. Precedents: Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.

B1. Design Skills: Ability to apply organizational, spatial, structural, and constructional principles to the conception and development of spaces, building elements, and tectonic components.

B3. Site Design: Ability to analyze and respond to context and site conditions in the development of a program and in the design of a project.

This studio also provides an introduction to the following CACB Student Performance Criteria (SPC):

A4. Verbal and Written Skills: Ability to speak and write effectively on subject matter contained in the professional curriculum.

B2. Program Preparation: Ability to prepare a comprehensive program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws and standards, and site selection and design assessment criteria.

B7. Structural Systems: Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range and appropriate applications of structural systems.

B9. Building Envelopes: 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.

B11. Building Materials & 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.

Azrieli School of Architecture and Urbanism – Student Information

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the above course outline carefully. Should you require special accommodation, please contact the course instructor during the first two weeks of classes. In cases where the need for accommodation develops during the term, please contact course instructor promptly.

Reviewing each request and arranging accommodations where necessary takes time: your cooperation is appreciated. Please make sure to respect the above notification timelines, particularly for in-class tests, mid-terms and final exams, as well as any change in due dates for assignments.

For more detailed information on the University's academic accommodation policies students may visit the Equity Service website. <http://carleton.ca/equity/accommodation>

ACCESSIBILITY

Students with disabilities requiring academic accommodation in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that course instructor receives your Letter of Accommodation no later than two weeks before the date of first assignment hand-in or in-class test. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website: <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

STUDENT CONDUCT

Please refer to <http://www.carleton.ca/calendars/ugrad/1011/regulations/acadregsuniv.html> for specific information regarding Student Conduct and Academic Integrity standards.

GRADING

For the grade in the "A" range, the instructor will have judged the student to have satisfied the stated objectives of the course in an outstanding to excellent manner; for the "B" range, in an above average manner; for the "C" range, in an average manner with C- being the lowest acceptable grade in the BAS - Design Core courses; for the "D" range, in the lowest acceptable manner in non-Core courses, and for "F", not to have satisfied the stated objectives of the course. Grades will be assigned as A+ (90-100%), A (85-89%), A- (80-84%), B+ (77-79%), B (73-76%), B- (70-72%), C+ (67-69%), C (63-66%), C- (60-62%), D+ (57-59%), D (53-56%), D- (50-52%), F (0-49%) and ABS. A grade of C- or better in each course of the BAS - Design Core is required for a student to remain in *Good Standing*. (Please refer to the Undergraduate Calendar <http://www.carleton.ca/calendars/ugrad/1011/regulations/acadregsuniv2.html#2.3> for regulations concerning grades and other program requirement information and <http://www.carleton.ca/calendars/ugrad/1011/programs/architecturalstudies.html> for regulations concerning grades and other program requirement information specific to the Architecture program.

Each grade will be based upon a comparison (1) with other students in the course and/or (2) with students who have previously taken the course and/or (3) with the Instructor's expectations relative to the stated objectives of the course, based on his/her experience and expertise.

ATTENDANCE

Attendance during arranged Studio hours is mandatory and an essential part of a student's contract with the School and their instructor. It is a student's responsibility to be informed of decisions and announcements made during these hours. **Frequent unaccounted-for absences from studio meetings, seminars, reviews and desk crits, may result in a failing grade whether or not assignments have been completed.**

RETENTION OF WORK and PORTFOLIO

(<http://www.carleton.ca/calendars/ugrad/1011/programs/architecturalstudies.html>)

Keeping a good portfolio is a most important part of architectural education. A portfolio represents a record of the student's progress and design experience over the years and is an indispensable document for any job application in the future. The School therefore requires that each student document their term's work with high resolution scans of

manual drawings, photographs of models, and saved files of work produced digitally. From First Year through to graduation, students are to create the following:

- A digital Folder containing jpg files of all term's work
- A digital Portfolio saved as a PDF file.

Please title the digital folder following this example: "ARCS 3105_Last name_2016_Instructor name." Please use the 11 x 17 landscape format and a simple and clear graphic language for the digital portfolio.

Submit Folder and Portfolio to your instructor digitally, and keep files carefully for your records. Note also that your instructor may require a printed copy of the Portfolio.

The School reserves the right to use the images for the following: retrospective exhibitions of work, accreditation, publications and references for pedagogic purposes. Original work is the property of the students, but the School retains the right to keep work of merit for up to two years after the date of submission. The School will make every effort to preserve the work in good condition, and will give authorship credit and take care of its proper use.

STEWARDSHIP

Architecture, urbanism and conservation are about stewardship, awareness, and thoughtful habitation. Please exercise consideration for the physical and social environment around you while using the studios. It is neither reasonable nor fair to place the burden of guessing whether an item on the floor is a discard or a precious process-sketch upon members of the custodial staff. Respect custodial staff and their mandate to clean the building's public spaces only (and not the studios).

Reduce, recycle, and reuse:

- Keep the creation of waste to a minimum through thoughtful decisions regarding model size, etc. As much as possible, recycle and reuse materials.
- Compress paper remnants and drawings into piles for reuse.
- Create a shared area for storing discarded but reusable model-making materials; note that this space should pose no hazard to others.

Studio Maintenance

- Furniture must not be moved or removed. Students are required to clean-up after reviews and return things to the proper locations.
- Alcoves must remain clean and available for common uses such as pin ups.
- Studios are to be tidied regularly. Individual workspaces must be kept free of debris. Tables must be devoid of clutter, bags and coats, or food and drink. Use lockers for storage. *No food/meals may be consumed in studio, especially during class hours.*
- Remove obvious garbage daily from table surfaces and chairs. Sweep between aisles and under tables regularly.
- Do not throw dangerous or hazardous materials (e.g. broken glass) in the garbage cans. Recycling bins are provided only for disposing typical items (e.g. soda cans).
- Collectively organize a schedule to take the garbage bin to the Street for emptying once a day.
- Students must remove all materials by date posted in studios each term. All remaining items will be discarded after this date. Drawings, models, supplies, or personal effects may not be stored in the Architecture Building between terms.

SECURITY AND SAFETY

For your health and safety and in keeping with the School's commitment to environmental stewardship, the School insists on responsible practices in the studio. Aerosol spray paints, aerosol fixatives and / or aerosol adhesives, pressurized containers, and the use of any other toxic material, glues, resins, or other chemicals, are strictly forbidden inside the School including stairwells and basement. Additionally, student projects containing aerosols or toxic materials will not be accepted or evaluated whether these were made in the building, outside the building, or off-campus. If you are unsure whether a material is toxic or not, use common sense. A material with a strong odor is likely highly toxic. Off-gassing fumes are distributed throughout the building through ducts, adversely affecting all occupants.

The following are forbidden:

Open flames; soldering; power tools outside of a supervised workshop; extension cords (CSA approved power bars/surge suppressors may be used); smoking; vandalism (as defined by the municipality of Ottawa); obstructing aisles, walkways, corridors, doorways, stairwells and fire hose cabinets clear at any time; parking bicycles in the building; creating tripping hazards, fire hazards or excessive dust and noise.

First aid kits are found throughout the School. Alert the Instructor (during class hours) or call University Security (after hours) if an accident occurs or emergency arises.

Students are asked to take precaution when working after hours. Call the University Security (telephone extension 4444) if you see any suspicious activity and/or feel insecure in the studio or on campus. Identify the location of first aid kits, fire exits, fire alarms, and security telephones. Carleton Foot Patrol offers “safe-walk” services:
<http://cusaonline.ca/footpatrol>.

Exercise caution when working in studio. Set up a comfortable and well-lit workspace. Store your materials safely in lockers (which must be placed horizontally). Wear proper protective gear (e.g. gloves and safety goggles) for any tasks that require the snapping, cutting, or breaking of materials. *Do not perform dangerous tasks at your desk;* instead, use the model assembly room in the Architecture Building. *Power tools and hazardous materials are not permitted in studios and classrooms.* Students may not hang, install, or attach any materials (including models) to the walls, mechanical ducts, or other surfaces of Azrieli Pavilion. If you spot hazardous materials or potentially unsafe conditions in the Azrieli Pavilion or elsewhere, then notify the Studio Coordinator.

For additional information, refer to the Carleton Environmental Health and Safety website:
<http://www.carleton.ca/ehs/>.