Course Number	EVDA 580	Classroom	Zoom
Course Name	Studio One Design Thinking		
Pre/Co-Requisites			
Instructor	Marc Boutin	Office Hours/Location	By Appointment
	Email: boutin@ucalgary.ca	Phone: 403 860 9081	
Class Dates	Mandatory real-time Zoom classes: Mondays and Thursdays, Sept 8 – December 8, 2pm – 6pm		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.		
Co-Instructors	Jesse Andjelic, Dan Hapton, Matthew Parker, Khalid Omokanye		

Course Description

In this studio there will be four studio sections, each necessarily covering the same fundamental material and deliverables, based on the Architecture Program's established pedagogy. Within this overall pedagogical and studio delivery framework, each instructor can particularize the studio experience strategically. Each instructor will provide detailed project descriptions throughout the semester, based on the studio framework. Guidance and feedback will be provided during regular on-line desk crits, informal lectures, and formal reviews.

The course will be appropriately dovetailed with the Graphic One and History One courses, creating the necessary dialogue between the development of knowledge bases and their strategic applicability to contribute to the conceptual framework of the studio project, and its development into resolved architectural form.

Program and Site
Program: An artist live/work studio based on the research of a particular artist's life/work
Site: the grounds of the Nassau County Museum of Art

Students are expected to complete all assignments, be present on-line on Mondays and Thursdays (and on other studio days as required) and attend all on-line lectures and reviews. Students will also be expected to read any assigned readings. Detailed project descriptions will be provided throughout the term by studio instructors.

Course Hours: 6 units

Online Delivery

This course will take place **online** via Zoom. Students are required to participate in the synchronous Zoom sessions, while completing the design assignments as indicated within the course outline during studio timeframes as well as in their own time**.** If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity.

Course Learning Outcomes

1. To acquire the knowledge of a design process based on the relationship between critical thinking and design thinking as a means of translating bodies of knowledge into innovative design solutions.
2. To develop a consciousness around, and become conversant with, the fundamental aspects defining the discipline of architecture.
3. To develop the skills to explore and manipulate architectural space and form towards pursuing design intentions.
4. To develop an awareness of a functional program and its relationship to architectural space and form, as well as the act of programming towards conceptually tuning function as a contributive element to manifesting architectural intentions.
5. To develop the skills to critically interpret context and deploy mapping strategies towards revealing a context's capacity to contribute to an architectural project's design intentions.
6. To develop the skills to explore and document ideation from analysis and interpretation, through to conception and design development, as an iterative and synthetic process.

Learning Resources

Required readings, textbooks and learning materials:
1. Studio One Operators Manual on the Architectural Discipline
2. Various publications defining a foundation in the architectural discipline
3. Rosalind Krauss' *Sculpture in the Expanded Field*

Technology requirements:
In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components and Detailed Class Schedule

The following is the overall studio schedule and the general breakdown of assignments:

Phase 1   Precedent Analysis, Typology and Typological Transformations   25%
Tuesday September 8 – October 1 (3.5 weeks)
REVIEW: Thursday October 1
Description: *Students will explore a house precedent, deconstructing it into Program, Site Relationship, Tectonic Culture, Material Culture, Plan Logic, and Section Logic. This process of deconstruction, paralleling the drawing out of the precedent in plan, section, site plan and site section, moves lived experience into the abstract. Students will also research the House Typology (as an architectural convention that frames social and cultural relations) and explore its iterative transformation given various programmatic and contextual forces, coming to understand the relationship between space, form, site, and program. The processes above help students construct a consciousness around abstraction, architectural language, lived experience into abstract form and drawing.*

Deliverables:
1. Text, diagramming, and images on Siting, Tectonic Culture, Material Culture, Program List of Spaces, Plans, Sections, Site Plan, Site Sections of the precedent.
2. Graphical research and diagram explorations on the House Typology as well as 10 iterations/transformations of the type based on a set list of external program and site forces.

Block Week   October 5 – 9 (no studio)

Phase 2   Program, Context, and Mapping Possibilities   25%

Tuesday, October 13 – Thursday November 5 (3.5 weeks)
REVIEW: Thursday November 5
Description: *Students will develop two design research trajectories. The first trajectory will be research into an artist and their preoccupations and to translate this into a program for this artist's live/work studio. The second trajectory will be the research into Rosalind Krauss's seminal article Sculpture in the Expanded Field, and specifically, explore and map a site that has a series of installations/landforms embedded in a landscape (the grounds of the Nassau County Museum of Art). This site exists as both a conceptual site as well as a physical site.*

Deliverables:
1. A program for a live/work studio based on the research of a specific artist and their lives and work. Programming for this will include a 'bubble diagram' explaining the spatial relationships between the different constituent spaces of the program.
2. Site Analysis and Interpretation of the site based on its physical and immaterial aspects.

3. Site Analysis and Interpretation of the site based on the site's conceptual and cultural legibility.

Mid-Term Break   November 9 – 13 (no classes)

Phase 3   Inhabiting the Site, Design and Synthesis   40%

Monday, November 16 - December 14 (4 weeks)
REVIEW: Tuesday December 15
Description: *Students will intervene into both a conceptual 'site' as well as a physical site. This duality will allow the students to explore conceptual as well as material logics embedded in the landscape. Specifically, they will intervene into their mapped 'site' with the program for the artist live/work studio. This synthesis project will combine the research in the previous two project phases and allow the student to design iterate, at the scale of the architectural house type, various spatial and formal strategies.*

Deliverables:
1. Form-finding diagramming explaining the iterative process of design from analysis to conception.
2. Graphic and text-based narratives on the interpretation of conceptual site as well as physical site
3. Site Plan and Site Sections
4. Plans, Sections, Tectonic representation, Material Culture Representation
5. 3D explorations and visualizations that immerse viewers into the project's ideation

Final Reviews   December 15

Final Portfolio and Sketch Book Submission   10%
Friday December 18

Note: A passing grade in all assignments is required in order to pass the course as a whole.
Late Assignments will lose a letter grade every 24 hours it is submitted after the submission date.
Expectations for Writing (https://www.ucalgary.ca/pubs/calendar/current/e-2.html):

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance

B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C⁺" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

CACB Student Performance Criteria

The following CACB Student Performance Criteria will be covered in this course at a primary level:

A1. **Design Theories, Precedents, and Methods**. The student must demonstrate an *ability* to articulate a design process grounded in theory and practice, an understanding of design principles and methods, and the critical analysis of architectural precedents.
A2. Design Skills. The student must demonstrate an *ability* to apply design theories, methods and precedents to the conception, configurations, and design of buildings, spaces, building elements, and tectonic components.
A3. Design Tools. The student must demonstrate an ability to use the broad range of design tools available to the architectural discipline, including a range of techniques for two-dimensional and three-dimensional representation, computational design, modeling, simulation, and fabrication.
A4. Program Analysis. The student must demonstrate an *ability* to analyse and respond to a complex program for an architectural project that accounts for client and user needs, appropriate precedents, space and equipment requirements, the relevant laws, and site selections and design assessment criteria.
A5. Site Context and Design. The student must demonstrate an *ability* to analyze and respond to local site characteristics, including urban, non-urban, and regulatory contexts; topography; ecological systems; climate; and building orientations in the development of an architectural design project.
B1. Critical Thinking and Communication. The student must demonstrate an ability to reach clear and precise questions; record, assess and comparatively evaluate information; synthesize research findings and test potential alternative outcomes against relevant criteria and standard; reach well-supported conclusions related to a specific project or assignment; and write, speak, and use visual medial effectively to appropriately communicate on subject matter related to the architectural discipline with the profession and with the general public.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Special Budgetary Requirements

None

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

ACADEMIC MISCONDUCT
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf
Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

COPYRIGHT LEGISLATION:
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (https://www.ucalgary.ca/pubs/calendar/current/k.html).

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit

consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. https://www.ucalgary.ca/secretariat/student-appeals

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at:
https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk