



UNIVERSITY OF CALGARY
SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

Studio One ARCH506

Fall 2022

Instructors: Chika Daniels-Akunekwe, Nooshin Esmaeili, Dan Hapton, Josh Taron, Marc Boutin (Course Manager)

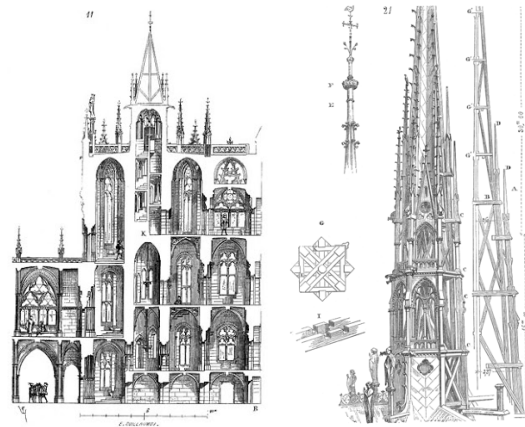
Class Dates and Times:

Mandatory classes: Monday, Tuesday, Thursday, and Fridays, 2pm – 6pm

Email Policy:

Please note that all course communications must occur through your @ucalgary email, and the instructors will respond to emails sent via student's @ucalgary emails within 48 hours.

DESIGN THINKING

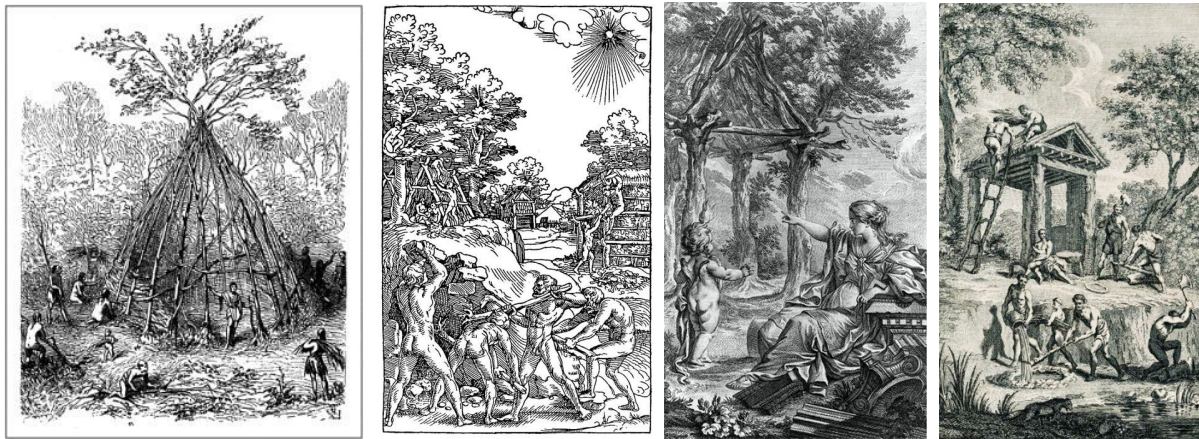


Discussion on Studio Pedagogy

This is the first studio in the four-studio foundational rotation, and therefore, it shoulders the responsibility to define foundational aspects of architecture, its culture, its design process, and its discipline. Part of the learning curve explicit in the pedagogy of a first studio is the development of a consciousness around moving from lived experience to its abstract interpretation within architectural conventions. These architectural conventions collectively form a language that can be consciously manipulated towards the construction of design intentions in architectural form. Architectural form, in turn, anticipates lived experience. The studio experience, then, encompasses the above process as a designed sequence of explorations by the student, specifically geared to develop each student's consciousness around how architecture exists simultaneously as its own abstract way of understanding the world while projecting and anticipating new realities in that world. In this way, Studio One engages each student to develop a relationship between critical thinking and design thinking.

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.



Teaching Approach

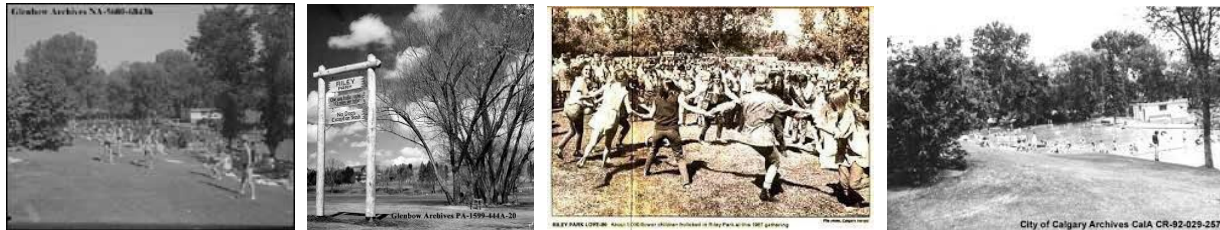
In this studio there will be five studio sections, each necessarily covering the same fundamental material and deliverables, based on the Architecture Program's established pedagogy. Within this overall pedagogical and studio delivery framework, each instructor can particularize the studio experience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

The course will be appropriately dovetailed with the Graphics 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/process.

Site: Riley Park in Northwest Calgary. Defined on the North by 8th Avenue, South by the alley north of 5th Avenue, west by 12th Street, and east by 10th Street.



Canadian Architectural Certification Board (CACB) Student Performance Criteria (SPC): 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, configuration, 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 orientation 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 media effectively to appropriately communicate on subject matter related to the architectural discipline with the profession and with the general public.

Learning Resources

1. *Studio One Operators Manual on the Architectural Discipline*
2. Various publications defining a foundation in the architectural discipline (by each Instructor)
3. Rosalind Krauss' *Sculpture in the Expanded Field*
4. *Retracing the Expanded Field, Encounters between Art and Architecture*, edited by Spyros Papapetros and Julian Rose

Course Expectations, Assessment Components, and Course Schedule

Students are expected to complete all assignments, be present in studio on Mondays and Thursdays (and on other studio days as required) and attend all 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. The following is the overall studio schedule and the general breakdown of assignments:

Phase 1	Precedent Analysis, Typology and Typological Transformations Tuesday September 6 – Thursday September 29 (3.5 weeks) REVIEW: Thursday September 29	25%
Block Week	October 3 – 7 (no studio)	
Phase 2	Program, Context, and Mapping Site Possibilities Tuesday, October 11 – Thursday November 3 (3.5 weeks) REVIEW: Thursday November 3	25%
Mid-Term Break	November 6 – 12 (no classes)	
Phase 3	Inhabiting the Site, Design and Synthesis Monday, November 14 – Thursday December 15 (4 weeks) REVIEW: TBD	40%
Final Reviews	TBD	
	Final Portfolio and Sketch Book Submission Monday December 19	10%

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.

Grading Criteria

- 40% Technique – execution of drawings and modes of representation.
Student demonstrates care, understanding, and organization as well as effective use of line-weights and other forms of digital craft.
- 50% Presentation/Content (40% graphic presentation + 10% verbal presentation)
Student demonstrates a depth of engagement with subject matter, critical thinking, and communicates clearly via proper architectural vocabulary.
- 10% Participation – general ability to remain enthusiastic and supportive to colleagues
Student demonstrates keenness towards group discussions, at presentations (whether or not they are being critiqued as other crits provide a learning opportunity), at their desk-crits, and they fulfil interim deliverables and remains generally involved/engaged.

Grading Scale

Please refer to general course outline for details on grading.

Students should be informed that reviewer assessments, or ratings, do NOT translate into their grade. The ratings given to students by reviewers is simply feedback for their (student) benefit. Actual grades are ALWAYS determined by the course instructor. Reviewers have only a few minutes to determine their views on the status (strengths and weaknesses) of a project – so the only fair grading can be conducted by the course instructor who deeply understands the student academically and hence more fully grasps his/her work.

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.

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