



<b>Course Number</b>	ARCH 702 B05	<b>Classroom</b>	Room: TBA
<b>Course Name</b>	Monograph Studio		
<b>Pre/Co-Requisites</b>			
<b>Instructor</b>	Kate MacGregor Kayla Browne	<b>Office Hours/Location</b>	NA
	<b>Email: kate@xycdesign.com kayla@boldworkshop.ca</b>	<b>Phone: 587-894-7545 403-478-4967</b>	
<b>Class Dates</b>	Mandatory real-time in-person classes Mondays and Thursdays, January 9 – April 20, 4:00pm to 6:00pm In addition to the regularly scheduled desk crits additional group pin-ups, tours, and reviews will be scheduled outside of the 4-6pm time slot, but within the hours allotted to studio on M/T/R/F.		
<b>Instructor Email Policy</b>	Please note that course communication will predominantly occur on our Discord chat. If you email, we can be reached at our work emails, and we will respond to emails sent via student's @ucalgary emails within 48 hours.		
<b>Name and Email of Teaching Assistant(s)</b>	NA		

## Course Description

### MONOGRAPH STUDIO

Monograph Studio takes a different approach to designing a project. We will focus on conceptual development, creating a captivating “story” about your work, and expounding on a personal philosophy and narrative that elucidates past designs, explains current work and (might) guide future explorations.

We will start with a preliminary precedent study, through which each student will develop an understanding of an architecture studio holistically through a close reading of an existing firms’ monograph from the past 30 years.

Students will analyze how the book is designed and made through the lens of the firm’s work and the context of that work. From there, each student will conduct an exploratory journey of their own design principles, with the goal of producing a compelling and meaningful (physical) design monograph.

### PROGRAM

Each student will develop new content for the monographs through a series of discrete, rapid design challenges focusing on a project with intense historical, cultural and urban context in Calgary - Arts Commons. Throughout the semester, we will have the opportunity to discuss and receive feedback from architects and other team members from the ACT team.

Our studio will focus on the public-facing aspects of Arts Commons: the building/city interface, the facade, the landscape and public space surrounding Arts Commons (including Olympic Plaza), the lobby and public program leading up to the various theatres, and the shared imprint of the experience of Arts Commons. Students will undertake five stand-alone explorations of these aspects, each

featuring a different finished deliverable (map, diagram, model, material study, drawings) and a coherent story told through process work and supporting visual and written content.

#### SITE

The semester will be focused on the existing Arts Commons site, within the blocks bounded by 7th and 9th Avenues and Macleod Trail. As a general rule, we will not address the overall massing of the building and back of house spaces.

#### Architecture 702: Senior Research Studio in Architecture II

A research design studio in which students collaborate with design faculty in exploring projects that engage contemporary issues defining the built and natural environments.

Course Hours: 6 units; (0-8)

### Online Delivery (If applicable)

We have set up a shared Google drive where students have access to upload their files, notes and deliverables onto this shared drive.

### Course Learning Outcomes

Upon completion of this course, students will know and be able to:

1. Formulate, interpret and communicate concepts derived from the study of their precedent monograph, brief and site;
2. Develop a design proposal in response to critique;
3. Produce a persuasive architectural proposition which demonstrably embodies understanding of the principles associated with the specialized study area;
4. Communicate design ideas effectively through appropriate written, graphic and three-dimensional means using architectural conventions;
5. Cohesively design and execute a comprehensive presentation of the monograph and design project;
6. Independently and thoroughly explore relevant theories and issues raised during the teaching process.
7. Seek, connect with, and synthesize specialist information; contribute to and engage with expertise and feedback from within and outside of the professional community; use all research and intellectual engagement for continuous professional development.
8. Resolve complex problems to a high level and innovate through a considered and comprehensive process of experimentation, knowledge and application.
9. Present a high level of professionalism in all documentation and methods of communication.
10. Demonstrate advanced knowledge and creativity towards complex design problems; fully resolve, theoretically and functionally, a sound design proposal across a variety of scales and by meeting the needs of the client and all potential users

11. Demonstrate a sophisticated, critical and independent inquiry into a specialized field of theoretic, social or historical thought, and contribute to an academic milieu within this field.

## Learning Resources

Required readings, textbooks and learning materials: Monograph reference books will be provided by instructors.

### **Workshop Safety Training Requirement**

If the students' projects require them to use the SAPL workshop, students must complete all online University of Calgary safety courses, the online Trajectory safety training course, as well as in-person workshop training and a grade of pass on the final evaluation project, to be granted access to the SAPL workshop. This training is offered once a year, around the start of the Fall term and has a completion deadline.

## Assessment and Evaluation Information

Attendance and Participation Expectations: Information, literacy, learning and research skills - Ability to use information effectively in a range of contexts and create new knowledge and understanding through writing and literary skills and the process of research and inquiry. Students will independently research issues relating to the project. They will critically analyze the information gathered and strategically integrate it into a persuasive architectural proposition.

Technical skills and knowledge - Ability to engage with and draw upon extensive technical knowledge and skills effectively, efficiently and professionally across a range of contexts and disciplines. Students will develop appropriate design solutions with a significant level of conceptual and technical engagement. The project and monograph will document the application of technical skill and specialist knowledge through a body of work based on analysis, synthesis and evaluation. It will demonstrate an ability to consider options and decide on the disposition, assembly and detail of structural systems, construction elements, materials and building components.

Documentation, techniques of representation and communication - Ability to recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning. Students will use a variety of media to: elucidate their project for academic and professional audiences; communicate their process and methodology; and document their project to a convincing level of resolution.

Theoretical, social and / or historic engagement - Ability to critically and contextually draw upon an extensive body of historical, theoretical, social and political knowledge when thinking through ideas and issues.

Critical Thinking, Participation and Professionalism - Ability to engage in a wider discussion of critical discourse, offer insightful and constructive feedback to peers, thoughtfully incorporate feedback into your work and demonstrate a professional, engaged attitude to studio and formal reviews.

Guidelines for Submitting Assignments: Assignments are to be presented in person as per the schedule outline review dates. Assignments are then to be uploaded to our shared Google Drive following the presentation.

Final Exam: No Registrars' Final Exam

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>): Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance.

Late Assignments: Each late assignment will be evaluated on a case-by-case basis. Advanced and open communication with instructors is imperative in the event of a student not meeting their deadline. If there is a medical condition of consideration, a doctor's note must be provided.

Criteria that must be met to pass: A passing grade is based on the weighted average as per the assignment, presentation and participation distribution below.

Precedent Monograph - 10%

Midterm Review 1 - 15%

Midterm Review 2 - 15%

Final Review - 25%

Monograph - 25%

Participation - 10%

We expect you to aim for excellence and to challenge yourselves throughout the semester. Achieving a basic, satisfactory response to project objectives, expectations and deliverables will not enable you to realize those expectations. To excel you will need to work in excess of the 12 minimum hours of class preparation and to exceed the minimum project expectations in terms of both quality and quantity of work produced.

## 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.

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School. (<https://www.ucalgary.ca/pubs/calendar/current/salp-3-3.html>)

### (for Architecture courses only) CACB Student Performance Criteria

The following CACB Student Performance Criteria will be covered in this course at a secondary level: A1. Design Theories, Precedents, and Methods; A2: Design Skills; A3: Design Tools; A4: Program Analysis; A5: Site Context and Design; A7: Detail Design; A8: Design Documentation; and B1: Critical Thinking and Communication

### Topic Areas & Detailed Class Schedule

Course Schedule Date	Topic	Assignments/Due Dates
Jan 9 – 13	<p>Introductions; precedent monographs assigned; desk crit partner pairing and scheduling</p> <p>Partner desk crits; complete first reading of your precedent book; discuss initial sketches or written thoughts; bring and review examples of previous work to explore</p>	

Jan 16 - 20	<p>Small group crits; series of revised diagrams; final selected work for STEP 3</p> <p>Draft outline of your monography and philosophy points on architecture; draft layout of previous work</p>	
Jan 23 - 27	<p>Final presentation of Monograph analysis and students' own explorations. Include: intro to designer's work; analysis of assigned Monograph; draft personal Monograph outline; STEP 3 re-imaged former work</p> <p>Distribute Assignment 2</p>	Assignment 1 Due
Jan 30 – Feb 3	Partner desk crits to review initial AC campus explorations, conceptual ideas, contextual analysis and research, tour of AC	
Feb 6 - 10	Partner desk crits to review conceptual ideas, contextual analysis and research, and identified opportunities for interventions	
Feb 13 - 17	Partner desk crits to review conceptual ideas, research, identified opportunities for interventions, preparation for Midterm 1	Midterm 1 with guest crits for Assignment 2, 3 exercises draft complete
Feb 19 -25	Term Break	
Monday Feb 20	Alberta Family Day Holiday	
Feb 27 – Mar 3	Review how students are responding to feedback from Midterm reviews and incorporating into Midterm 2, finalize final two exercises	
Mar 6 - 10	<p>Partner desk crits focusing on refining final 2 exercises and cohesively preparing Midterm 2 material</p> <p>Distribute Assignment 3</p>	Midterm 2 with guest crits for Assignment 2, all 3 exercises complete
Mar 13 - 17	Winter Block Week	
Mar 20 - 24	Partner desk crits to review conceptual ideas, research and assist in helping the students develop their final design proposal	

Mar 27 – 31	Partner desk crits to review conceptual ideas, research and assist in helping the students develop their final design proposal	
Apr 3 - 6	Partner desk crits to review conceptual ideas, research and assist in helping the students develop their final design proposal	
Friday April 7	Good Friday	
Monday April 10	Easter Monday	
Apr 11 - 14	Partner desk crits to review final design proposal and graphic representation	
Apr 18	Final Review	Final Review

## Guidelines for Remote Sessions

Zoom and/or Google Meet are video conferencing programs that will allow us to meet if a student is unwell to attend desk crits in person and would like feedback to continue progressing their work. These conferencing programs will be used as a tool so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure these sessions are private, do not share any links or passwords with others, or on any social media platforms. These links and passwords are only intended for students registered in the course. Any recordings and materials presented while in session, 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 any video conferencing sessions, 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 remote sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

The instructor may record online sessions for the purposes of supporting student learning in this class. Students will be advised before the instructor initiates a recording of a 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

## University of Calgary Policies and Supports

**COVID-19 PROCEDURE FOR SICK STUDENTS:** <https://www.ucalgary.ca/risk/covid-19-procedure-for-sick-students>

**UNIVERSITY OF CALGARY COVID-19 UPDATES:** <https://www.ucalgary.ca/risk/emergency-management/covid-19-response>

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

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/](http://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](http://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 a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

### **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