

School of Architecture, Planning and Landscape  
University of Calgary

*ARchitectural STudies 201*

**Introduction to Architecture and Design**

Fall 2019, Lectures MW 1:00-1:50, Tutorials F 1:00 – 1:50

Instructor:

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**Description**

This is an introductory lecture and discussion course addressing the contexts and issues associated with architecture and design today, and offering an opportunity for students to explore basic design ideas and activities. A range of guest lecturers and different types of assignments will expose the students to a wide variety of perspectives and practices.

**Course Learning Outcomes (CLO)**

At the end of the course, students will be able to:

1. Outline the things that architects and others do to produce buildings. By extension, they will be able to tell what architecture students learn to do.
2. Summarize and discuss current issues in architecture and design, based on class lectures, public events, and/or news sources.
3. Describe (orally, textually, graphically) and interpret basic aesthetic, social, technological, and other characteristics of buildings in Calgary.
4. Analyze and represent graphically a space familiar to them (e.g., their home or apartment).
5. Explore ways to adapt or modify that same space.

**Course Deliverables**

During the semester, each student will produce two short papers (typically 2-3 pages), participate in class and tutorial discussions, give one presentation in their tutorial, produce one measured drawing, one annotated graphic analysis, and one elementary design project. There will be no midterm or final exams.

The papers will be responses to the current subject matter in the course (lectures, discussions, public events), and are designed so that students can explore the vocabulary and themes of architecture and design. The short presentation will be a description and interpretation of a Calgary building in relation to topics covered in the course. The measured drawing will be of a portion of the space they consider their home, while the annotated graphic analysis and the final design assignment will apply ideas from the course to the modification of that same home space. There also will be in-class writing, group discussion, and other assignments, especially in the tutorials, all of which will be reflected in the portion of the grade for participation. **We will give out more detailed handouts and/or talk about the papers in class before they are due.** (The assignment for Response Paper 1 is found at the end of this syllabus.)

### Course Requirements and Grading

- (10 percent) Participation/discussion/ group work/attendance (CLO 1,2,3)
- (20 percent) Response papers 1-2 (10 percent each) (CLO 1,2,3)
- (20 percent) Building analysis presentation (CLO 3)
- (10 percent) Measured drawing of the home space (CLO 4)
- (20 percent) Annotated graphic analysis of home (CLO 3,4)
- (20 percent) Application of design ideas to home (CLO 4,5)

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	

### Course Expectations and Notes

- The final course grade is calculated from the aggregate total of all assignments, using the weighting of each assignment as noted above;
- All assignments are to be submitted as hardcopy, this is particularly important for the drawing and graphics assignments, but also includes the written essays; this excludes the presentation in tutorial, which may be uploaded digitally to our D2L platform after the presentation itself;
- Assignments are to be submitted on the specified due date, at the beginning of the student's Friday tutorial session; late assignments will be docked half a letter grade (e.g. B+ to B) per day that they are late;
- For each assignment, a grading rubric will be included in the handout identifying the various factors that will be evaluated. For the written submissions, writing quality will be one of the factors addressed in the grading rubric;
- Students are expected to attend, prepare for, and participate in the tutorial discussion groups; note that 10% of the final grade is allocated to this in-class participation;
- Students are expected to complete course readings as per the schedule above to enable participation in class discussions and tutorial group discussions;
- It is expected that students will attend events outside of class (e.g. Design Matters lectures) and are to plan and arrange their own trips for such events;
- Lastly, students are expected to resolve issues with their TA first, prior to bringing it to the attention of the course instructor.

### Course Readings

There are two required books available at the U of C Bookstore:

- James F. O'Gorman, *ABC of Architecture* (Univ. of Pennsylvania Press, 2002)
- Francis D. K. Ching & James F. Eckler, *Introduction to Architecture* (Wiley, 2012)

In addition, there will be some readings online that can be accessed through the course d2L site.

### Schedule of Readings and Themes

*Readings should be done by the time of class on the day they are listed below.*

#### Week 1

Monday Jan. 13: Course Introduction

Wednesday Jan. 15: What is architecture?

Friday Jan. 17: Tutorials: Vitruvian Triangle

#### Reading

*ABC of Architecture*, xi-xii, 1-6, 7-16

*Introduction to Architecture*, 1-12

## Week 2

Jan. 20: A brief history of architecture - Plan

Jan. 22: A brief history of architecture - Section

Jan. 24: Tutorials: Discussion (**Assignment 1 – Response paper due this day**)

### Reading

*ABC of Architecture*, 17-63

*Introduction to Architecture*, 13-50 (optional)

## Week 3

Jan 27: Representing architecture in measured drawings (Handout Assignment 2)

Jan 29: How to look at architecture

Jan 31: Tutorials: Measured drawing exercise

### Reading

*ABC of Architecture*, 89-107

*Introduction to Architecture*, 51-78; 329-348; and familiarize yourself with the visual architecture dictionary between pages 165-198

## Week 4

Feb 3: Contexts of architecture

Feb 5: Experiencing architecture

Feb 7: Tutorials: Sample Presentations. (**Assignment 2 – Measure drawing, due this day**)

### Reading

*ABC of Architecture*, 65-87

*Introduction to Architecture*, 79-124

## Week 5

Feb 10: Calgary perspectives: the neighbourhoods (Bev Sandalack, SAPL) T 3 & 4

Feb 12: Calgary perspectives: downtown (David Down, City of Calgary) HANDOUT ASSIGNMEN

Feb 14: Tutorials: **Presentation of Calgary building, weeks 5 to 8**

### Reading

*Introduction to Architecture*, 373-407.

Centre City Plan, City of Calgary Land Use Planning and Policy, 2007, pages 9-12, 19-24, 104-110, 140-142. This is found at: <https://www.calgary.ca/PDA/pd/Documents/Centre-City/centre-city-plan-one.pdf>

## Week 6

Feb 17, 19 and 21: NO CLASS DUE TO SPRINGBREAK

## Reading

- *Introduction to Architecture*, 281-298 (optional)

## Week 7

Feb 24: Personal perspectives 1 (Dustin Couzens, MODA)

Feb 26: International perspectives: Chinyere Dara (SAPL PhD Candidate)

Feb 28: Tutorials: **Presentation of Calgary building, weeks 5-8.**

**Assignment 4 – Response Paper 2, due this day**

## Reading

Look at the projects (and read about the presenting architect) on the firm's website:

<https://www.moda.ca>

## Week 8

March 2: Canadian perspectives (Marc Boutin, SAPL)

March 4: Architectural representations (Catherine Hamel, SAPL)

March 6: Tutorials: **Presentation of Calgary building, weeks 5-8**

## Week 9

March 9: Architecture and the Digital Platform (Guy Gardner, SAPL)

March 11: International perspectives: Luisa Felix Dalla Vecchia (SAPL PhD Candidate)

## Reading

- *Introduction to Architecture*, 329-348 (reprise)

March 13: **No tutorials on this date due to SAPL Block Week.**

## Week 10

March 16: Building Technology: Structure and System (Chris Roberts, Simpson Roberts, Rtd.)

March 18: Design process/design thinking (Barry Wylant, SAPL)

## Reading

- *Introduction to Architecture*, 199-213

March 20: Tutorials: **Assignment 5, Annotated Graphic of Spatial Analysis due**

## Week 11

March 23: Design Process: Architectural Scale (Marc Boutin, SAPL)

## Reading

- Look at the projects (and read about them) on the firm's website:

<http://www.the-mbac.ca/#/home>

March 25: Personal perspectives (Phil Vandermeij, SPECTACLE)

### Reading

- Look at the projects (and read about them) on the firm's website:  
<http://www.spectacle-bureau.com/index.html>

March 27: Tutorials: Mini design charrettes. Address your ideas about the design assignment.

### Week 12

March 30: Architecture in film (Matt Knapik, o2 Planning and Design)

April 1: Education and the architecture profession (David Monteyne, School of Architecture)

### Reading

- *Introduction to Architecture*, 321-328; AND
- The following pages from the website of the Royal Architectural Institute of Canada  
[http://www.raic.org/architecture\\_architects/what\\_is\\_architecture/index\\_e.htm](http://www.raic.org/architecture_architects/what_is_architecture/index_e.htm)  
<https://www.raic.org/raic/what-practice-architecture>  
[http://www.raic.org/architecture\\_architects/what\\_is\\_an\\_architect/index\\_e.htm](http://www.raic.org/architecture_architects/what_is_an_architect/index_e.htm)  
[http://www.raic.org/architecture\\_architects/becoming\\_an\\_architect/index\\_e.htm](http://www.raic.org/architecture_architects/becoming_an_architect/index_e.htm)

April 3: Tutorials: **Design Assignment due. Pin-up and Discussion**

## University of Calgary Policies and Supports

### **ACADEMIC ACCOMMODATION**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/). 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **ACADEMIC MISCONDUCT**

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **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.

### **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.

**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://ucalgary.ca/student-appeals/>

**More student support and resources (e.g. safety and wellness) can be found here:**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

## Media and Recording in Learning Environments

### **Part 1**

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

### **Part 2**

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

