

ARCH 606.604.s10 - Architecture Design II – Spring 2010

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 Meets: MWF 1:50-5:50

606. Architectural II. (2-12). Credit 6. Application of verbal, graphic, research, critical thinking and fundamental design skills to architectural projects that emphasize the integration of structural, environmental, life safety, building envelope systems, and building service systems; includes code compliance, resource conservation, cost control and economic analysis. Core design studio for professional degree candi dates. Prerequisite: ARCH 605.*

Design Warm Up

In order to introduce yourself to this design studio, please analyze and understand the qualities, properties and potential of the laser cutter, then design something that can only be done with and for the this tool.

Final due: Jan 29 (fri) 5%

Learning Outcomes

The goal is for each student to demonstrate their ability to:

- **understand the urban context**
- **work with a complex program with mixed uses**
- **integrate structural system knowledge**
- **integrate environmental systems and concerns**
- **within the ideals that comprise their individual approach to architecture.**

To that end, the studio will require, schematic structures and systems additional requirements in addition to the standard documentation of site, floor plans, elevations, sections, and perspective views that each student include:

- **design journal 5x7 or larger documenting readings, lectures, sketches for studio projects, sketches from individual travel, and daily diagrams/sketches/notes that document the design process.**
 - **structural framing plans with approximate sizing for the systems selected,**
 - **a structural model of one typical bay with load path diagrams,**
 - **mechanical equipment spaces, risers, and ducts all sized approximately,**
 - **shading and acoustical studies for key exposures and spaces.**
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Required Texts

To facilitate each student's success in developing the knowledge necessary to prepare these documents, three texts are recommended:

- **"The Green Studio Handbook"**
- **"The Architects Studio Companion"**
- **"The Master Builders"**

These should be available from the campus bookstore or Amazon.com or ABE.com.

Design Journal

Your design journal should document your design process, include notes from the lectures, sketches from class and individual sketching, and include graphic "top ten" lists of the following architectural elements: Stairs, Walls, Columns, Windows, Floors, Roofs.

Each top ten entry should be a thumbnail image large enough to see the key qualities of the element, and a caption of the location (city/country) building name, approximate year, and architect who designed it. The journal must also include your notes and diagrams showing the relationship of the main characters in "The Master Builders" to each other and to other artists, philosophers and poets.

Lectures:

ARCH 606.604.s10 students will be required to attend the "Architecture Lecture Series".

Schedule

We anticipate the following schedule for the semester:

606.604.s10

	M	T	W	T	F	S	S		
JAN.	1	18	19	20	21	22	23	24	warm up
	2	25	26	27	28	29	30	31	
FEB.	3	1	2	3	4	5	6	7	site-program
	4	8	9	10	11	12	13	14	urban concept
	5	15	16	17	18	19	20	21	schemes
	6	22	23	24	25	26	27	28	developed
	7	1	2	3	4	5	6	7	scheme
	8	8	9	10	11	12	13	14	presentation
MAR.	9	15	16	17	18	19	20	21	
	10	22	23	24	25	26	27	28	
	11	29	30	31	1	2	3	4	revision
	12	5	6	7	8	9	10	11	developed
APR.	13	12	13	14	15	16	17	18	scheme
	14	19	20	21	22	23	24	25	production
	15	26	27	28	29	30	1	2	
MAY.	16	3	4	5	6	7	8	9	presentation
	17	10	11	12	13	14	15	16	
	18	17	18	19	20	21	22	23	

● deadlines
● lectures

Required Materials and Safety

Each student will be required to maintain a small first aid kit at their desk, and to refrain from using any tools materials or substances that will make noise, dust, or vapors in the studio itself. Power tools must be used in the shop only, spray painted models are not allowed in the studio and will not be accepted for grading. Spray glues must be applied in the spray booth in the Langford moat. ALL disposable cutting blades and sharp materials MUST be wrapped or contained to prevent injury when disposed.

Decorum

To maintain the professional environment of the studio, phone calls must be taken in the hall, no eating in studio hours, keep a quiet work environment, clean up after yourself, and respect your classmates.

Outside Time Expected

I expect it will be necessary to commit at least three hours of studies outside of class time

for each hour of scheduled class time. This will give you a total need for 17 hours of time each week for the combined in and out of class studies.

Our goal is to require submittals almost each week in order to help prevent the end of term crash. If we work our full time, 17 hours per week we should reduce the amount of time needed to prepare the final documents at the end of the semester. (You will have completed components of the presentation each week)

The required knowledge of materials and methods of construction, of significant works of architecture and supplementary materials can be found at www.mjobrien.com

This site has podcasts of materials and methods lectures available for free downloads, and pdf files of notes to support your learning and success.

Expectations

To pass this class you must:

- Attend each class. Since we have very few hours together, it's important to be on time. Please let me know if you will be pursuing excused absences.
 - Submit your work when due as shown on the schedule and indicated in verbal announcements in class. Late work can be penalized one letter grade per day late.
 - Participate in each class meeting (not scheduled) and each class presentation period as shown on the schedule.
 - Keep and submit your design journal for review at midterm and final presentations.
 - Maintain the professional environment of the studio. This means take cell phone calls outside the room, no texting, instant messaging, online game playing or other activity not related to the studio work.
 - No eating in the studio
 - Clean up after yourself in the studio
 - Comply with all Texas A&M student rules
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Grading Rubric

A student's work may be considered for an Excellent (A) grade when:

- The weekly deliverables have been completed and submitted on-time, clearly identified, student's name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and site analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- Alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- Alternatives demonstrate the development of a single train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).

A student's work may be considered for an Above Average (B) grade when:

- The weekly deliverables have been completed and submitted on-time, clearly identified, student's name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- Alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- Alternatives demonstrate the development of a train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).

A student's work may be considered for an Average (C) grade when:

- The weekly deliverables have been completed and submitted on-time, clearly identified, student's name, course number, and semester.

- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- Alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- Alternatives demonstrate the development of a train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).

A student's work may be considered for a Below Average (D) grade or failing grade (F) when any of the following have not been met:

- The weekly deliverables have been completed and submitted on-time, clearly identified, student's name, course number, and semester.
- Care in presentation of interim deliverables is apparent (page size, page layout, no spelling or math errors.)
- Design meets current IBC & ADA for Life-Safety and Accessibility
- Alternative schemes demonstrate the investigation of alternative points of view about the subject, not simple derivations of a single scheme.
- The projects are not formally compromised
- The projects demonstrate the result of insights learned from program, precedents, context, and analysis.
- The work demonstrates a range of media employed to present specific aspects of the character of the work.
- The work demonstrates a range of scales of inquiry from detail to component to an overall whole.
- Alternatives are presented in the context of the site (extending at least the dimension of the parcel in all directions) and climate (shadows)
- Alternatives demonstrate the development of a train of thought across program, core, structure, and envelope.
- Relevant historical precedents play a meaningful part of your study (and are included in each deliverable).

Studio Culture Statement

(August 5th, 2009)

DEPARTMENT OF ARCHITECTURE / TEXAS A&M UNIVERSITY

The Studio Culture Statement is the official policy of the Department of Architecture at Texas A&M University and will be published widely and used to guide design studio pedagogy.

STUDIO CULTURE AT TEXAS A&M UNIVERSITY: A POLICY STATEMENT

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

The Operational Procedures are intended to provide a framework for the successful development of an effective Studio Culture, both as a part of the academic program and as a model for future professional practice.

OPERATIONAL PROCEDURES

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

The Dissemination and Oversight Procedures are intended to ensure that all students, and all faculty members, whether assigned to design studios or not, are aware of the Studio Culture Policy and work together productively to maximize the value of this component of the departmental pedagogy. Oversight suggests peer-review and mentoring at all levels, and presumes a positive role for those charged with administration, including the exploration of innovative teaching approaches, and opportunities to demonstrate collaboration both within the academy, with the design professions, and with the society we serve.

DISSEMINATION AND OVERSIGHT PROCEDURES

The Studio Culture statement shall appear on all studio syllabi, with a verbal introduction and personal philosophy statement provided by individual design faculty member at the start of each semester.

The statement will also be posted on the department and AIAS websites.

The Department Design Caucus will initiate a formal discussion on the statement at the start of each academic year, with express purpose of ensuring that all new and returning faculty members understand and embrace its philosophies, and

understand its opportunities.

The AIAS and the administration of the Department will ensure regular and open communication on all aspect of the academic program, including Studio Culture.

The Head of Department will include consideration of Studio Culture as part of the Annual Review of faculty members.

This may suggest the use of peer review, encouragement of visiting critics, and recognition that productive review of the process and outcomes of design is not the exclusive domain of those assigned to teach design studios.

Statements on attendance

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due.

This information should be provided on the course syllabus, which should be distributed at the first class meeting.

Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1 Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities <http://studentactivities.tamu.edu/online/sponsauth>)

7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, stepmother, stepfather, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic dean.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.

7.1.5 Religious holy day. (See Appendix IV. <http://studentrules.tamu.edu/append4.htm>)

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu>.

Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

Statement on ADA - Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

Statement on Honor Code - Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

The Aggie Code of Honor affirms values that apply to students, faculty and staff alike. This simple statement exemplifies two of our core values—excellence and integrity—and underscores our commitment to ethical conduct and compliance with laws and official policies. These core values forge a strong base to embrace our other core values of leadership, loyalty, respect and selfless service.

The student is referred to the student to the Honor Council Rules and Procedures on the web:

<http://www.tamu.edu/aggiehonor>
