ARCH 384 Introductory Arch Design Studio IV

Design studios in the second-year build upon the first-year studios. This course is the forth in a sequence of four core introductory undergraduate design studios. More complex studio projects are offered in subsequent terms to students who successfully pass these core studios. The design studio provides a forum to introduce and methodically develop fundamental architectural design skills. Graphic presentation, critical thought, and speaking and writing abilities are understood as key elements of student development in basic design. Studio assignments are cumulative, build in complexity, and are intended to accelerate the student’s growth as a designer. Students are expected to work in an iterative fashion and make conceptually coherent decisions throughout the design process based upon precedent, the interaction between formal ordering systems and activity support, building construction systems, and life safety and accessibility needs. One of the primary goals of the second-year design studios is to enable students to develop strong working processes and methods that will allow them to be prepared for and successful in more advanced studios and beyond.

**Course Catalog**  Studio projects. Integration of a range of architectural issues including context, activity support, spatial order, structure, construction, and environmental control systems. Emphasis on schematic concept development, subsequent architectural form, and relationship to landscape.

**Credits**  6 credit hours (CRN 30331 Smith, 30332 Gast, 30333 Hahn, 30334 Rockcastle, 30335 Tierney)

**Prerequisites**  ARCH 384 Introductory Architectural Design Studio III

**Time / Place**  Monday / Wednesday / Friday. 1:00 – 4:50p. Design studio room assignments to be announced

**Type**  Individual work

**Office Hours**  Office hours are by appointment only unless noted otherwise
Landry Smith (coordinator) / 264 Onyx Bridge / els@landrysmith.com
Gerry Gast / 370 Lawrence Hall / ggast@uoregon.edu
Tom Hahn / tomh@uoregon.edu or tomhahn@econet.org
Siobhan Rockcastle / 181 Onyx Bridge / srockcas@uoregon.edu
Matt Tierney / mtierne8@uoregon.edu
Studio Theme, Project Description, and Site  Dexter Rowing Center (Lowell, OR).

Course Structure  Schedule to be determined.

Weekly Structure  Mondays are generally reserved for pin-ups either in studio or elsewhere in Lawrence Hall or Gerlenger Hall. This may vary per studio section. Wednesdays are typically reserved as work days and for in class discussion of readings and other topics. Lectures will generally be held on Fridays for approximately 1 hour in either McKenzie Hall or Lawrence. All other times are devoted to work time and individual or group critiques. Students are expected to come to each studio class prepared with the work due, whether formally or informally assigned.

Class Organization  Typically individual sections will meet at the beginning of studio to briefly discuss assignments, status of the work, announcements, schedule, as well as other relevant topics and questions.

Materials Resource Center  The Materials Resource Center (MRC) is located in LA 476 and is open daily and by appointment. The MRC provides students with the opportunity to make informed design decisions through hands-on experience with materials related to design and construction. Students may be asked to find material samples and conduct more in-depth product research per individual section requirements.

Teaching Methods  Individual and discussions with instructor during desk critiques, instructor-led group discussions, instructor explanation of examples, discussions with other students, field trips, mid-term and final reviews with guest reviewers. The studio is a hybrid curriculum of drawing and model making. Models are expected on all stages of the design phase, as announced in the assignments or discussed with the studio professor.

Final Reviews  Final reviews time and location are to be determined. Final review requirements will be established two weeks prior to the final review.

Final Hand in Requirements  Presentation format and documentation to be determined. Assignments and final project should be submitted electronically and as hard copies as per individual studio directive. Please keep pdfs and other files under 10mb.

Evaluation Methods  Continuous evaluation of studio work during in-class desk critiques. Evaluation of design projects during in-class and public reviews. Continuous evaluation by other students. Individual end of term discussions with studio professors on student strengths, weaknesses, and other recommendations.

Grading System  Pass / No Pass / Incomplete. Students are expected to complete all mid-term and final project requirements. An incomplete grade will only be given to students with documented medical emergencies.

Attendance  Students are explicitly expected to be in class each studio day for the entire duration. Send an email to or leave a note for your professor if you will be absent, late, or if you will not be able to be in class for the entire time. This should be done before studio starts at 1:00p. Please note that notifying your professor does not mean that the absence is excused. Only certain absences will count as excused. Attendance is extremely important. If students have two unexcused absences they will need to immediately schedule a private conference with their studio professor to discuss options. Two unexcused absences is a serious situation and may jeopardize a student’s earning a passing grade in the studio.

Ownership of Work  All student work will remain the property of the University of Oregon unless discussed previously. The work will be available for the student's review over the term. Students who wish to retain drawings, images, models, etc should make duplicates, copies, or photographs prior to making any required submittal to the Department of Architecture.

Ethics  Clearly indicate all resources used for studio assignments. Misrepresenting someone else’s work or ideas as one’s own, or in any way contributing to such a misrepresentation, will be taken seriously and may result in disciplinary action as required.
Students with Disabilities  If you have a documented disability and anticipate needing accommodations in this course please make arrangements to meet with your studio professor during the first week of class. Please request that the Counselor for Students with Disabilities send a formal letter outlining your disability to your studio professor and to the studio coordinator.

Email and Communication  Please send emails from your uoregon email and ensure your name is clearly visible in the “from:” header so that your email can be distinguished from spam. Course announcements will be sent to your uoregon email addresses or will be placed in the course folder.

ACCREDITATION

Educational and Learning Objectives  The studio revolves around the concepts of discourse, reflection, and application between various site and programmatic components and their architectural manifestations. Students will develop a site related building program as independent authors accompanied and guided by faculty in order to expand upon and further develop their design education.

Objectives
1) To expand the depth and breadth of student design work through continued investigation of the content and the process areas introduced in the first year courses.
2) To propose and develop work based on own ideas about architecture. Decisions in the architectural planning process from design to implementation include decisions about the architectural form.
3) To explore this subject the project will be discussed in the context of the city, neighborhood, and the design of the building, rooms, and other spaces.
4) To experience the development of design process within oneself and through the interaction and exchange of studio sections and individual studio peers.

Students Will Learn
1) Ability to engage in an effective design process that entails mixed-use and adaptable spaces.
2) Ability to organize a project program where clear organizational hierarchy and spatial order are in evidence.
3) Understanding of the spatial relationships between users, objects, and space and their integration in the design process.
4) Ability to design precedents effectively. Note a precedent could indicate a building, a series of spaces, a theoretical position or some combination.
5) Understanding of the relationship between the approach to a building, its circulation, and the stair organization/construction.
6) Understanding of how circulation can contribute to the production of spaces and a clear spatial order, as well as how circulation can meet universal design statements of all populations. The studio will design along ADA at the ground level.
7) Ability to generate meaningful and supportive relationships between interior and exterior spaces and between vertical and horizontal elements.
8) Understanding of how the building is made and why. Structural principles, order and hierarchy, composition, and scale.
9) Ability to demonstrate how building construction can positively inform spatial order and architectural expression.
10) Understanding materials and the nature of their assembly, specifically structural principles, order and hierarchy, composition and scale, solid and void, and the making of rooms both inside and out.
11) Ability to configure spaces to effectively support activities indicated in the program.
12) Understanding the society in motion – the notion of society understood in a multidimensional way with its fundamentals economically, socially, and culturally.
13) Ability to clearly and evocatively present and document design ideas both analog and digital effectively in 2D and 3D.
14) Understanding of visual narratives composed by drawings, models, images, and words by using techniques and semantics to effectively communicate architectural ideas.
15) Ability to explain the exterior and interior design decisions verbally and in concise narrative form and how to present them.
READINGS


Caeri, Francesco. “Experiencing Space by Walking”, In Topos 41, December 2002 (pp.18-25)


Jackson, John Brinkerhoff, A Sense of Place, a Sense of Time. pp. 151-163.


LaGro, James. Site Analysis Informing Context-Sensitive and Sustainable Site Planning, pp. 71-151.

Latz, Peter, “The Idea of Making Time Visible” In Topos 33, December 2000 (pp. 94-99)


McHarg, Ian. Design with Nature, pp. 118-120


Weinstock, Michael. The Architecture of Emergence, pp. 15-18


White, Edward T., Site Analysis, pp. 6-10, 18-20, 40-43, 116-122
