UNIVERSITY OF WATERLOO / SCHOOL OF ARCHITECTURE

ARCH 193 DESIGN STUDIO

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CLASS MEETING TIMES

Mondays	*Thursdays*
9:30 AM - 12:30 PM	9:30 AM - 12:30 PM
1:30 PM - 5:30 PM	1:30 PM - 5:30 PM

TEACHING TEAM

Studio Instructors	*Teaching Assistants*
Rick Andrighetti (co-coordinator)	Elly Cho
Jaliya Fonseka	Megan Taylor
Cameron Parkin	
Maya Przybylski (co-coordinator)	
Chloe Town	

First of all, we must explain that the person standing in front of them is not someone who asks questions whose answers he already knows. Practicing architecture is asking oneself questions, finding one's own answers with the help of the teacher, whittling down, finding solutions. Over and over again.

Peter Zumthor

in Teaching Architecture, Learning Architecture, Thinking Architecture, 1998

The ability to build assumes the knowledge of all architecture and construction forms, as well as their development. To build means to advance this process, to investigate, and to make. The development of buildings began over ten thousand years ago and has reached an extremely high level, but is in no way a closed process. There are still an infinite number of open possibilities, infinite discoveries to make.

Frei Otto

in A Conversation with Frei Otto, Juan Maria Songel, 2010

INTRODUCTION - COURSE DESCRIPTION

During the 1A studio in the fall you developed key skills in spatial thinking and associated practices of its representation in both two and three dimensions. In this second design studio, you will continue the development of architectural design foundations, albeit in increasingly more complex contexts.

Within this studio, architecture is treated as a practice-based discipline engaged by way of a variety of activities, or operations. For us, we understand these activities as constituting the drivers of architectural production and can include a variety of undertakings including but not limited to: spatial and geometric experiments, site analysis and mapping, material and tectonic explorations, and program- and user-based analysis. During the term we will foreground different sets of operations and explore their distinctive capacity to generate architectural ideas and drive their associated production.

Recognizing that the development of an architectural project is shaped by the combination of activities used, you will be asked to take clear intellectual and design positions on what, why and how you design. You will be directly thinking about the strategies, methods and materials you use to help shape your ideas and forms. Along the way you will be asked to experiment, take risks, ask questions and pursue answers through design-related activities.

OBJECTIVES & OUTCOMES

The goal of the studio is to continue the development of essential architectural concepts, techniques, and devices that you will practice throughout the rest of your design career.

Specifically, the course will support:

> Development of analytical skills through precedent, site and program analysis

> Exploration and deployment of concepts at multiple scales

> Positioning site, contexts and environments as conceptual drivers

> Understanding and engaging materials in terms of their structural and spatial characteristics

> Understanding and engaging material assemblies to support programmatic and experiential performance

> Development of skills in self-criticality and design literacy to encourage iterative design strategies

> Development of 2-D and 3-D representational skills and techniques to explore, advance and demonstrate architectural concepts.

STRUCTURE

The term will be organized around three projects – each foregrounding different drivers that can be used in the advancement of architectural ideas and production. While detailed descriptions will be presented alongside corresponding project introduction lectures, the outline for the term is as follows:

PROJECT 01: Material-led/Assembling Matter. We still start the term by foregrounding the role physical materials and their assembly can play in the advancement of an architectural idea. In this project students will explore a particular material/assembly strategy in its capacity to shape an architectural idea.

PROJECT 02: Analysis-led/Reverse Competition continues the development of architecturally-oriented literacy and analytical skills. Conceived as a reverse competition, students, working in teams, will be asked to study an existing building and retroactively create a fictional competition entry for the project. This exercise will support the development of "reading" skills where students will be asked to carefully consider and conceptualize an existing building as an architectural set of ideas and to organize the representation of their reading of the work to provide conceptual and design clarity. In essence students will uncover the project's essential DNA through a set of analytical exercises examining issues such as structure, site, context, circulation, program, materials, among many others.

PROJECT 03: Learning & Lending Space will be divided into two distinct phases. 3A will foreground the roles site and program analysis can play in generating architectural ideas. The second phase of the project will see students charting their own practice-based project for a small library/resource centre in Toronto.

To support the work of the studio, sessions will include lectures, individual desk-crits, small-group pin-ups, skills workshops and formal reviews. Class attendance and participation is crucial and will be noted and evaluated by instructors.

The studio will be divided into 5 studio groups. We will rotate professors after each project/major milestone so that students get exposure to may professors while maintaining consistent conversations within a distinct phase of work.

EVALUATION

While detailed sets of expectations and requirements will be included with each project description, The following criteria is used consistently throughout the term when assessing work:

> Intellectual Clarity: Enquiry and extension of the course material will be essential to producing successful explorations. Students must be able to clearly articulate their design ambitions, intellectual underpinnings and all design work in discussions, desk crits, pin-ups and presentations.

> Independent Enquiry: Student are expected to advance their projects through self-motivated and self-framed agendas and pursuits. Projects are seen as offering students a framework through which to explore and exercise architectural skills.

> Technique: All work must be executed with intent and care where the precision and craft of artefacts created are continuously valued.

> Attendance & Steady Progress: Attendance is mandatory for all scheduled hours of the studio. Work should be developed over the entire phase of a project. Iteration and incremental development is paramount.

> Completion: Timely completion of work is expected

The following is offered as a guide to numerical grade assignments:

>=90	Consistent exemplary work that exceeds expectations. Work is holistically thought provoking and executed at a very high level.
85-89	Some elements of work are exceeding expectations and executed at a high level but this level of achievement is not maintained throughout all project elements
80-84	Work is consistently above average and student is actively participating and actively engaging the course material
77-79	Average work. Student is completing work in a timely manner and participating in the course. No attendance issues. Shows expected levels of competency in course materials.
70-76	Work is compete and meets expectations on some points while operates below expectations on others
50-69	Work is incomplete or completed with minimal comprehension and effort.
< 50	Work is unacceptable and does not fulfill the requirements.

THINGS TO DO TO SUPPORT YOUR SUCCESS:

Be curious and openminded	Take risks and push your abilities and limits
Be organized	Ask good questions
Be prepared to do things more than once	Work in studio
Take notes for each other during reviews	Find a way to be passionate about your work
Work consistently throughout the term	Build healthy habits in terms of food, friends and sleep

GRADING SCHEME

Project 1 – Material Led: 25%

Project 2 – Reverse Competition: 20%

Project 3 – Learning & Lending Space: 45% *

Participation: 10%

* You must receive a passing grade in Project 3 in order to pass the course.

Detailed breakdown of project components will be included in project handouts.

SCHEDULE

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
WEEK 1	**6** **JANUARY**	**7** AM Course Intro Project 1 Intro PM Studio Setup / Independent Work	8	9	**10** AM/PM Desk Crits	11	12
WEEK 2	13	**14** AM/PM Desk Crits	15	16	**17** AM/PM Small Group Pin-Ups	18	19
WEEK 3	20	**21** AM/PM Desk Crits	22	23	**24** AM/PM Desk Crits	25	26
WEEK 4	27	**28** AM/PM Desk Crits **P1 DESK HAND-IN @ 8PM**	29	30	**31** **PROJECT 1 REVIEW**	**1** **FEBRUARY**	2
WEEK 5	3	**4** AM **Project 2 Intro** PM Independent Work *P1 Grading Day*	5	6	**7** AM/PM Desk Crits	8	9
WEEK 6	10	**11** AM/PM Desk Crits	12	13	**14** AM/PM Small Group Pin-Ups	15 **P2 ACM HAND-IN @ 10PM**	16
WEEK 7	17	18	19	20		22	23
		WINTER STUDY BREAK / NO SCHEDULED CLASSES					

continued...

SCHEDULE CONTINUED...

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
WEEK 8 — 24	25 **PROJECT 2 EXHIBIT** PROJECT 3 OUT *P2 Grading in Loft*	26	27	28 AM/PM Desk Crits	1 MARCH	2
WEEK 9 — 3	4 AM/PM SITE DOCUMENTATION WORKSHOPS (TBC) Local Libraries (TBC)	5	6	7 **TORONTO FIELD TRIP**	8	9
WEEK 10 — 10	11 AM/PM Desk Crits	12	13	14 AM/PM Desk Crits	15	16
WEEK 11 — 17	18 AM/PM Desk Crits	19	20	21 **P3 MID-REVIEWS**	22	23
WEEK 12 — 24	25 AM/PM Desk Crits	26	27	28 AM/PM Desk Crits	29	30
WEEK 13 — 31	1 APRIL AM/PM Small Group Pin-Ups	2	3	4 LAST DAY OF STUDIO AM/PM Desk Crits	5	6
7	8 **P3 ACM HAND-IN @ 10 PM**	9 **P3 MODEL HAND-IN @ 10 PM**	10 **FINAL REVIEWS (TBC)**	11	12	13
14	15	16	17	18	19	20

TEXTBOOK & RECOMMENDED READINGS

There is no official textbox required for the course.

Specific recommended readings and references will be distributed with each project handout.

Reference material will be held on reserve in the Musagetes Library for use by the class, or will be provided in electronic formats via LEARN. We encourage all students to actively use the Musagetes Library collection and the recommended readings

OFFICIAL BUSINESS

STUDIO ATTENDANCE:
You are required to be in studio all day on studio days. (Breaks for lunch, coffee, library or lab use are permitted.) If you fail to attend studio without prior agreement from your instructor or a valid personal or medical reason, with appropriate documentation, a 2% penalty will be applied to your final grade for each day missed. Missing three or more desk-crits, reviews, lectures, without a satisfactory explanation and documentation will also result in a 0 in your participation grade.

SKETCHBOOK
Students should maintain a sketchbook for personal use and informal development of project ideas.

DESK CRITS
Students should prepare for desk crits by organizing their desks and their thoughts. Do not expect your critic to review work on your computer screen. Discussions should centre around to-scale hardcopy drawings and models. Presentation of informal sketches and rough notes should be kept to a minimum. Students will be signing up for their meeting time at the start of each desk crit day.

REVIEWS:
Reviews are not evaluations but rather the opportunity for a public discussion of your work. Evaluation will take place in confidential sessions by the studio faculty working as a group, in which all critical aspects of each project will be considered. It is important for each student to participate not only in the review of their own work, but in the reviews of the work of fellow students. Participation in class reviews is mandatory.

HAND-IN AND DIGITAL SUBMISSIONS
You are required to have hard copy print-out for all pin-ups and formal reviews. Last minute printing problems, lost or corrupt files will not be accepted as an excuse for late project submissions. All work in this course must be presented in hard copy format regardless of one's preferred working methodology.

You are required to upload a digital record of your work at the end of the term. Details outlining the structure and format of this submission will be provided.

LATE WORK
All assignments are due in studio (or online) at the specified time and date. Project deadlines can be extended only in cases of illness or incapacity, or special circumstances. Requests for such extensions must be made before the project deadline to the studio coordinators, using the Request for Extension form available from the front office, and be accompanied by a medical certificate when appropriate.

No late work is accepted without an officially approved extension.

For all digital upload submissions, it is the students' responsibility to verify that the upload worked, that the file size and preview of the upload are correct.

COMMUNICATION

LEARN will be used as a communication and dissemination tool. You will receive general communications from the teaching team regarding studio business. It is expected that you check your email address regularly and that you ensure proper enrollment in ARCH 193's LEARN site.

Any correspondence regarding studio matters should be addressed to studio coordinators Rick Andrighetti (reandrighetti@uwaterloo.ca) and Maya Przybylski (mmprzyby@uwaterloo.ca).

STUDIO ENVIRONMENT & END-OF-TERM CLEANUP

The studio is a shared workspace. Students are to cooperate in maintaining a productive work environment; this includes respecting noise-levels and tidiness over the course of the term.

At the end of the term, students are responsible for returning their studio space to the same state in which they found it on the first day. Students are to remove ALL personal items from the studio by April 28, 2019. Items not wanted should be placed into the appropriate receptacles and not left in the studio or elsewhere in the building.

ACADEMIC INTEGRITY, GRIEVANCE, DISCIPLINE, APPEALS, AND STUDENTS WITH DISABILITIES

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Accommodation: Should students require accommodation due to illness, they must provide a Verification of Illness Form to support their requests. [Check https://uwaterloo.ca/registrar/current-students/accommodation-due-to-illness for more information.]

Exam Period Travel: Student travel plans are not considered acceptable grounds for granting an alternative examination time.