

1A Design Studio

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Young people go to university with the aim of becoming architects, of finding out if they have got what it takes. What is the first thing we should teach them?

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, from
Teaching Architecture, Learning Architecture, 1996

A student of architecture must acquire a diverse range of knowledge and skills. The scope of this education is remarkable, making architecture arguably the most multi-disciplinary of all studies and practices. Not only is there a lot to learn, the way in which knowledge is gained in school of architecture is itself complex, and the path towards its acquisition often elusive.

The 'solutions' to the problems posed in a design studio cannot be derived through strictly linear, purely logical, or formulaic processes. There are good answers, sometimes brilliant ones, and while there can certainly be bad ones, there are no single 'correct' answers to a studio project.

The design studio is a laboratory and a workshop as well a classroom. Here the skills and insights gained from previous studio projects and personal inquiries, along with the theoretical, historical and technical knowledge obtained in other courses are synthesized into cohesive propositions through an open-ended process of discovery.

In the design studio students learn through making. Ideas never appear fully formed. They are shaped through a process of continuous experimentation, production, and reflection. Drawings and models should be understood not merely as a way of representing a completed design, but more importantly as a means of arriving at it. Through an iterative process designs are developed, critically evaluated, reworked and refined - over and over again.

Instructors offer advice to aid in the development of critical thinking, but students are expected to take risks by venturing beyond perceived minimum expectations.

There are at least two kinds of games. One could be called finite, the other infinite. ... A finite game is played for the purpose of winning, an infinite game for the purpose of continuing the play.

A finite player is trained not only to anticipate every future possibility, but to control the future. ... Infinite players, on the other hand, continue their play in the expectation of being surprised. If surprise is no longer possible, all play ceases.

Because infinite players prepare themselves to be surprised by the future, they play in complete openness. ... It is not a matter of exposing one's unchanging identity, the true self that has always been, but a way of exposing one's ceaseless growth, the dynamic self that has yet to be. The infinite player does not expect only to be amused by surprise, but to be transformed by it ...

To be prepared against surprise is to be trained. To be prepared for surprise is to be educated.

excerpts from James P. Carse
Finite and Infinite Games, 1986

Studio Program

The program for the 1A Design Studio will act as a platform for the investigation of a set of essential problems related to the *art of building*. The initial projects will introduce a broad range of approaches to architectural design. While the themes will overlap, each will have its own distinct focus, providing experience in a diversity of conceptual and technical strategies and practices. These will include explorations in 3-dimensional design, the relationships between architectural space and its site and use, investigations into the temporal dimension of architecture, as well as the development of observational, analytical and critical skills. These preliminary assignments will also provide opportunities for the development of representational tools including the building of models, and with the support of ARCH 110, an understanding of the techniques and uses of plan, section, elevation and 3-dimensional drawing. The term will culminate in an extended project for the design of a small building that will bring together the skills and insights acquired through the earlier projects, expanding in scope and increasing in depth.

Field Trip

A field trip to Montreal is scheduled for September 21st - 24th. The field trip fee will cover the cost of transportation, accommodation, tours, and a guidebook. Further details concerning the field trip will be provided over the next week.

Assignments

There will be four assignments for ARCH 192. A detailed schedule indicating assignment dates and deadlines is included at the end of this document. The grade breakdown for the assignments is as follows:

Project 1	Performance: Dissection / Operation / Transformation / Inhabitation grade weighting 30%
Project 2	Case Studies in Modern Houses grade weighting 20%
Project 3	Live / Work / Building grade weighting 50%

Detailed descriptions will introduce each project. Lectures and other presentations will be given in conjunction with each introduction.

How This All Works

Schedule

ARCH 192 is scheduled as follows:

Mondays:	9:30 a.m. - 5:30 p.m.
Thursdays:	9:30 a.m. - 5:30 p.m.

Students are required to be working in the studio during the above scheduled hours. Repeated absence may be sufficient reason to request withdrawal from the course. Students are also required to attend and participate in all scheduled reviews, and expected to attend all guest lectures and other school events.

Studio Days

Studio instructors will meet with students individually at their desks each studio day to discuss the progress of their work. A typical 'desk crit' is approximately 30 minutes in length. Formal and informal lectures and class meetings will also be scheduled during certain studio days.

Studio Structure

The class will be divided into six units or study groups. Each unit will work with one instructor for the duration a project. The faculty will rotate so that each student can have contact with as many instructors as possible over the course of the term.

Desk Crits

Desk crits are opportunities to receive advice specific to each student and each project. The project and the decisions made are ultimately the student's responsibility. To cite misunderstood advice as the reason for poor work is an evasion of this responsibility. All students must have work to present at a desk crit. The studio faculty will not provide answers; they will only give advise on the work that the student presents. Faculty may refuse to provide a crit to a student who does not present new work each day.

Reviews

Formal reviews of each student's work will be scheduled at the end of each project. The final project will also include a formal interim review to help students better focus their ideas and to monitor the progress of

work. At the end of the term, two days will be scheduled for final reviews of the major term project. The panels for these reviews will include guest critics from outside the school.

You will soon become accustomed to the open discussion of your work in front of your classmates. This criticism is not intended to be derogative or malicious in any way. *Criticism*, as commonly understood, is the passing of negative judgment upon an artistic work or upon an individual. In a school of architecture however, criticism is best understood as a positive and productive means of uncovering and debating both the merits and the shortcomings of a student's project. This enduring pedagogical practice is the most affective tool to provide architecture students with a deeper understanding of their work.

Reviews are not evaluations but rather opportunities for a focused discussion of your work. The tone of a review may not be a reliable indication of the project's final grade. The evaluation itself 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.

Students are encouraged to record the conversation that occurs during their review through the assistance of a classmate who can take notes on their behalf. Video recorders and audio recording devices should not be used in review sessions without the express approval of your instructors.

It is extremely important for each student to participate in not only the review of his or her own work, but in the reviews of their fellow students' work as well.

Studio Culture

The School of Architecture building is open 24 hours a day, seven days a week, which allows students to execute their design work in the studio. Students are encouraged to work in the studio throughout the term. Working in isolation inevitably undermines the potential of the collective environment of the studio, and is typically detrimental to the quality of a student's work. The development of a healthy studio culture involves intensive building and making as well as a critical and speculative dialogue with regard to one's own work and the work of others. The participation in this evolving dialogue is essential to a student's success, and the success of the larger body of the studio. A student's capacity as a critic of the work of others is a fundamental skill that must be developed by each student. Presence and contribution to all aspects of the studio discourse will be noted by studio faculty during the course of the term.

The quality of the studio environment is also extremely important. The studio must be a safe and inclusive environment in which all students can work without unnecessary harassment or distraction. Disruptive behavior is strictly forbidden. Headphones must be used if a student wishes to listen to music. The student lounge, gym and basketball court are available to any student who wishes to engage in activities unrelated to studio work. The playing of video games or watching of videos or movies during studio hours is strictly prohibited.

Required Texts

Neufert Architects' Data, 4th edition, Ernst Neufert, Blackwell Science, 2012

The Architecture Reference & Specification Book updated & revised, Julia McMorrough, 2018

Recommended Reading

Various readings associated with the projects may be made available during the term, either as course material or on reserve in the library. References to notable architectural works or writings will also be given frequently in studio discussions, and you have an obligation to research these references. Both will be important to your work.

General architectural knowledge is vital. It is therefore strongly recommended that you commit a minimum of one hour per week to work in the library. The library staff will be present in studio in the latter half of the term to assist in individual research.

The library is a place of study and musing. In the end, however, there is no substitute for the inevitable hard work of drawing at your board.

Evaluation

In general each assignment throughout the term will be assessed on the following basis:

- Ambition, clarity and appropriateness of the ideas explored within the work.
- Integrity in the development of the project from initial to final phase.
- Architectural quality and the technical resolution of the proposition.
- Precision and craft of physical artifacts produced.
- The effectiveness and the completeness of project documentation and its capacity to communicate the project's intentions in the author's absence.

The specific basis for the evaluation of each project will be identified in individual project assignments. In addition, grading will reflect student participation, commitment, effort and improvement over the 12 weeks of the course.

All students are required to document their assignment submissions either through digital photography or scanning and post them on the ARCH 192 LEARN site. Grades for each assignment will not be released until this documentation has been received.

Students must complete all projects and assignments at an acceptable level and obtain a passing average in order to receive credit for this course. Notwithstanding the cumulative mark from aggregate term projects, **failure to earn a passing grade in the final term design project will result in a failing grade for the term.**

Deadlines and Extensions

All assignments are due in class at the specified time and date. ARCH 192 project deadlines can be extended only in cases of illness, incapacity or other extraordinary circumstance. 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.

Students must complete all projects, complete workshop assignments and other assignments and obtain a passing average in order to receive credit for this course. Late submissions without approved extensions will not be accepted.

Communication with Studio Faculty

During the course of the term, faculty may need to send communications to ARCH 192 students. It is required that all students use their uwaterloo.ca account for all official academic correspondence. It is expected that students check their uwaterloo email account regularly. Students should ensure that their LEARN account is active. We expect that all discussions concerning individual projects or any other matter

requiring direction, confirmation or advice from faculty will occur during scheduled studio hours. In special circumstances and with prior arrangement, students may email studio faculty regarding their studio projects. All official academic correspondence should be addressed to the studio coordinators.

University Policies

To create and promote a culture of academic integrity, the behavior of all members of the University of Waterloo is based on honesty, trust, fairness, mutual respect and responsibility.

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. This process is defined in *University of Waterloo Policy 70 - Student Petitions and Grievances, Section 4*.

www.adm.uwaterloo.ca/infosec/Policies/policy70

A student is expected to have full knowledge of the policies regarding academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure as to whether an action constitutes an offense, or who needs help in learning how to avoid offenses or about regulations regarding group work/collaboration should seek guidance from the course professor, Undergraduate Affairs Officer, Undergraduate Student Services Coordinator, or the Associate Dean, Undergraduate. When misconduct has been found to occur, disciplinary penalties will be imposed under *Policy 71 – Student Discipline*. For information on categories of offenses and types of penalties, students should refer to www.adm.uwaterloo.ca/infosec/Policies/policy71

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve. Refer to *Policy 70 - Student Petitions and Grievances* (other than regarding a petition) or *Policy 71 - Student Discipline* if a ground for an appeal can be established. Read *Policy 72 - Student Appeals*, www.adm.uwaterloo.ca/infosec/Policies/policy72

Plagiarism

As all architects are in some way influenced by the work of others, plagiarism can become complex issue in our discipline.

UW Policy 71 states: "Plagiarism, which is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced [...] The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under this policy."

In student projects, the assessment of the degree to which another design has been copied may create cause for concern. In all cases, it is the obligation of the student to declare their sources. Failure to do so may be considered as an offence under Policy 71.

Students with Disabilities

The Office for Persons with Disabilities (OPD) is located in Needles Hall, Room 1132, and 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 the OPD at the beginning of each academic term. Once registered with OPD, please email the instructor, in confidence, to discuss your needs.

There will be a lot of work to do this term and it is crucial that you pace yourself properly. It is important that you work hard, but obsessive work habits can be hazardous to your physical and mental health and the health of your projects. You must be diligent in your work, but please remember to take care of yourself. Get enough sleep, eat healthy and leave sufficient time for your other courses.

How To Be A Successful Student

Do This:

- Work in studio.
- Maintain a sketchbook to record your design ideas as they develop. Take this with you everywhere.
- Maintain a binder or other filing system to organize handouts, readings, loose sketches, research and inspirational images.
- Keep your desk organized.
- Surround yourself with your work. Post your best sketches and inspirational images on your pinup board.
- Learn the value of tracing paper as a design tool.
- Produce work continuously. Design is best done through thinking while you are working, not thinking about working.
- Do not wait for the approval of a studio instructor before you make decisions.
- Exchange ideas with your classmates. Attend as many of your classmates' formal reviews as possible.
- Talk to upper-year students about your work and inquire about theirs. Attend upper-year reviews as time permits.
- Attend all guest lectures.
- Spend time in the library. Familiarize yourself with the wider world of architecture.
- If someone suggests you study a specific building or the work of a particular architect, **look it up**.
- Take notes during studio lectures. What will be discussed contains useful material for your design work as well as for your general education.
- Take notes during, or immediately after a desk crit.
- Enlist a classmate to take notes for you during a formal review.
- Create a schedule of all your classes, course requirements and deadlines. Block out enough time for everything, including time for yourself.
- Eat well.
- Sleep 8 hours each night

Do Not Do This:

- Don't skip classes.
- Don't be late for studio.
- Don't **ever** be late for your scheduled review.
- Don't make all-nighters a habit.

Study Units

Unit 1

Amalia Amariutei-Grigorescu
Jinchen Cai
Emily Chen
Anya Chuprys
Ricardo Espinoza
Janna Fahmy
Alexa Holder
Luna Hu
Cindy Ma
Owen Melisek
Simon Peiris
Inam Rizvi
Catherine Shi
Peter Song
Adele Strub

Unit 2

Camryn Anderson
Jessica Chan
Nadia Cheng
Gwen Del Rosario
Marc Eugenio
Monica Gutierrez
Harry Jia
Zhoya Khan
Mary Ma
David Moraru
Lauren Rueb
Sunny Son
Serena Valles
Niara van Gaalen
Steven Wang
Angelina Zheng

Unit 3

Brianna Brown
Olivia Chan
Madeline Engen
Gloria Gao
Zaineb Hamadi
Yoon Hur
Drew Jackson
Phyllis Lam
Enoch Liu
Yana Mikhailava
Lauren Mok
Janson Neal
Eva Sabourin
Maddy Wong
Eugene Woo
Catherine Zheng

Unit 4

Jason Cai
Lauren Chalmers
Jennifer Chen
Defne Erden
Jessica Gu
Simone Hanna
Emily Li
Glenn Lu
Holly Mills
Grace Park
Max Perry
Carla Salas
Sofia Villasmil Wilhelm
Justina Yang
Jeffrey Yau
Victoria Zhou

Unit 5

Lindsey Chapman
Nini Chen
Silas Clusiau
Kayla Estacio
Nadine Hijazi
Anita Hu
Ernest Lee
Shirley Li
Kaitlyn Moulson
Jessie Qian
Giulia Simonetta
Kenneth Siu
Isaac Walsh
Hannah Zhang
LeiLei Zhao
Lara Zineldin

arch 192
fall 2018

	monday	tuesday	wednesday	thursday	friday	sat/sun
september	3 labour day	4	5	6 e-classroom 9:30 term & project 1 introduction 1:00-5:30 desk crits	7	8/9
	10 studio 9:30-5:30 desk crits	11	12	13 studio 9:30-5:30 desk crits	14	15/16
	17 studio 9:30-5:30 desk crits 5:30 P.1.1 & 1.2 due	18	19	20 9:30 p1 interim reviews	21 22/23 m o n t r e a l	
	24 m t l	25	26	27 lecture hall 9:30 p.1.4 intro studio 1:00-5:30 desk crits	28	29/30
october	1 studio 9:30-5:30 desk crits	2	3	4 studio 9:30-5:30 desk crits	5	6/7
	8 thanksgiving	9 10 study days		11	12	13/14
	15 loft 9:30-5:30 desk crits 5:30 p1 due	16	17	18 studio 9:30-4:00 p.1 reviews lecture hall 4:00-5:30 p2 intro	19	20/21
	22 studio 9:30-5:30 desk crits	23	24	25 studio 9:30-5:30 desk crits	26	27/28
november	29 studio 9:30-5:30 desk crits 5:30 p2 due	30	31	1 loft 9:30-4:00 p2 reviews lecture hall 4:00-5:30 p3 intro	2	3/4

	monday	tuesday	wednesday	thursday	friday	sat/sun
december	5 studio 9:30-5:30 desk crits	6	7	8 studio 9:30-5:30 desk crits	9	10/11
	12 studio 9:30-5:30 desk crits	13	14	15 studio 9:30-5:30 desk crits	16	17/18
	19 loft 9:30-5:30 p3 interim reviews	20	21	22 studio 9:30-5:30 desk crits	23	24/25
	26 studio 9:30-5:30 desk crits	27	28	29 studio 9:30-5:30 desk crits	30	1/2
	3 studio 9:30-5:30 desk crits 6:00 p3a due	4	5 6:00 p3b due	6 loft 9:30-5:30 final reviews	7	8/9
	10	11	12	13	14	15/16
	17	18	19	20	21 last day of exams	22/23