SYLLABUS 570

Instructors

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Class Hours

Friday 11 am-12 noon & 1-3 & 4-6 pm
Zoom: https://zoom.us/j/6834142471
Typical schedule:
> 11 am-12 noon: lecture for all students; lectures will be recorded to satisfy
>   university asynchronicity requirements
> 1-3 pm meet with half of class and 4-6 pm meet with other half of class; or
> 1-3 & 4-6 pm meet with half of class on alternating weeks

Course Description

Chairs have a unique history as a testing-ground for architectural ideas. The scale of the chair, and the chair as an archetypal furniture object, are useful as an important starting point for exploring ideas of inhabitation, of material detailing, of paring away excess. All of the potential of architecture for profound expression through material is condensed here. The project also gives students the opportunity to interrogate the social nature of a chair, questioning what it means to sit, the physical configuration of a sitting posture, and the cooperation, even contortion, of the body that occupying a chair requires. The term-long assignment is to design, construct and explore the behaviour of a folding or take-apart wooden chair inspired by a client of the students' choice.

Traditionally in this course, most students have worked on the Chair Project in pairs. Course assignments have been developed over the years to guide the project through the steps of research, conceptualization, design development, analysis of structural behaviour, construction in the woodshop, presentation of the built chair at a formal review and documentation of the entire process.

This term's unusual circumstances and remote teaching format will require expanded, more conceptual, perhaps less physical definitions for the terms "construction" and "built", beyond the more literal meanings they have necessarily held in past iterations of this course. While there are clear advantages to working with a partner on this project, that will be a strong recommendation but not a requirement. The individuality of students' situations will be acknowledged and taken into account.

Course Objectives

The Chair Project course was developed with three primary learning objectives: First, to create opportunities for students to work hands-on with an easily-workable structural material -- this enhances their understanding of material properties, joinery, and real-life physical limitations. Second, to make structural analysis and calculation personally applicable and non-abstract -- the chairs created in ARCH 570 become the basis for a structural analysis component of the course; because the analysis is directly applied to an object of their own creation, students become much more engaged in the process. Third, to give students the satisfaction and sense of accomplishment that comes from taking a

small project from conceptualization to physical realization -- because of the limited scale, students are able to test high-concept design and fabrication ideas.

While these three objectives remain, the course this term will be exploring new ways to satisfy them. Without access to the UWSA workshop, there will be more reliance on models: certainly physical models at varying scales that might be built with alternative materials, but also perhaps digital models, as appropriate. The structural analysis will take a more conceptual and less numerical approach, relying more on drawings accompanied by descriptions and less on calculations with numerical results. The final selection of scales and materials will be determined in response to the situational capacities and circumstances for each project.

Please note that pushing the boundaries of what constitutes a chair is considered a valid response to this assignment. But it is a basic course requirement that the final designs be demonstrably buildable, as folding or take-apart wooden chairs, whether or not they can be realized at full scale and/or with the intended materials during the course of this spring term.

Project Booklet
The final project booklet documents all aspects of your work during the term. The due date for the final booklet will be determined to coordinate with other end-of-term deadlines.

Grading
Final marks will be calculated on the following basis:

Client Selection & Manifesto	10%
Concept Sketch Pin-up	5%
Mid-Review	10%
Final Design Review	15%
Built Chair Review	20%
Analysis	15%
ID Panel	5%
Final Booklet	20%

BOILER-PLATE

Course Time Zone
All dates and times communicated in the document are expressed in Eastern Daylight Time (EDT, GMT-4).

Spring 2020 COVID-19 Special Statement
Given the continuously evolving situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (https://uwaterloo.ca/coronavirus/) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

Late Work
Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%.

Only in the case of a justified medical or personal reason will these penalties be waived, and only if these have been officially submitted to the Undergraduate Student Services Co-Ordinator and accepted by the Undergraduate Office.

Students seeking accommodations due to COVID-19, are to follow Covid-19-related accommodations as outlined by the university here: (https://uwaterloo.ca/coronavirus/academic-information#accommodations).

AVOIDANCE OF ACADEMIC OFFENSES

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 www.uwaterloo.ca/academicintegrity 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, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. 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 [check www.uwaterloo.ca/academicintegrity] to avoid committing an academic offense, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm . For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm .
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) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm .
Note for Students with Disabilities	AccessAbility Services, located in Needles Hall, Room 1401, 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.

EXPECTED PRACTICES FOR COURSE RECORDING AND EXTERNAL DIGITAL PLATFORMS

LIVE RECORDING

We are instructed that all lectures must be recorded and made available to students to satisfy the university's asynchronicity policy. Those of us who will be recording our lectures live are required to inform students that that will be the case and that any comments or questions by the students will be recorded. Any student who objects to being recorded may submit questions by email or through the chat function. This course will not use the recordings for evaluation purposes but only to satisfy requirements to provide course material asynchronously.

We have been provided with the guidelines copied below to outline the process that instructors must follow so that privacy concerns are addressed:

Live-Stream Recording. If you plan to record live-streams in your course (i.e. synchronous communication with interaction from students) you need to let students know in your outlines. You can only record live streams with interaction if it is necessary for your evaluation (ie: class participation). The courses outline must identify which activities will be recorded and indicate the need of the recording to the course. If during the semester, an activity needs to be recorded that was not listed on the course outline, students need to be advised with as much notice as possible. Students must not be penalized for not participating in an live stream event and not disadvantaged if they choose to not be recorded. Ie. for class participation, an alternate method would have to be provided. Instructors should use caution and ensure that they are the only one recording the event, this option is disabled for any other participants. All participants should be notified of the start and end of recording. There should be no sharing of the recorded material outside of the course members – either by instructors or students.

Student Submitted Recording. You can ask students to submit recorded content for assessment purposes. There will be several points to think about to ensure privacy – including never storing content on

personal devices and making sure alternative formats exist for students unable/unwilling to record submissions.

EXTERNAL DIGITAL PLATFORMS

     Note: It is not currently planned to use external digital platforms in this course. This section is included here on the possibility that they may be found helpful and introduced into the course as the term progresses.

     External digital platforms (i.e. not LEARN/TEAMS) are considered as informal venues for sharing work – intended to create approximations for those forms of sharing that happen throughout the school – be it through pin-ups or in the studio. As such, the following principles and practices will be followed by instructors and students:

     Student Privacy. These external platforms (Trello, Miro etc.) should be treated like 'public' spaces – like a wall in the Loft or a pin-up space in studio. Students and instructors will not add any information to these platforms that they would not add to their physical equivalent in the school. (I.e. Instructors will not post evaluation notes/grades on external platforms).

     Record of Work/Appeals. Recognizing that these platforms are external – and we don't necessarily control the integrity of the environment (authenticity of submissions, time stamps, intentional/unintentional tampering) – instructors will not consider the content that students share on them as a record of work / submission. If a work to be evaluated is shared on the platform, it must also be submitted to LEARN. The work submitted to LEARN will constitute the official submission and will be considered as the record of work should Appeals emerge down the line.

     Comments & Feedback. Both students and instructors have a responsibility to maintain professional and academic conduct in commenting aspects of these platforms. If a collegial, constructive, respectful environment is not maintained, commenting functionality will have to be disabled and/or the platform removed from the course activity. Instructor comments must not include evaluation notes/grading.

     Access. If possible, sites where student work is shared should only be accessible to the class roster and teaching team. (In Trello that means private boards). Students can be asked to make accounts on these platforms but they also have the right to refuse. Students choosing to opt out of participating in external platforms cannot be penalized.

13 May 2020