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SYLLABUS

TERRITORIAL ACKNOWLEDGMENT

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

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FACULTY

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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.

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INTRODUCTION

ARCH 192 is the first in a series of design studios intended to develop design and representation skills, architectural literacy, and critical thought.

Assignments are organized around a sequence of four design problems which serve as the primary vehicle for students to achieve course objectives. Each project focuses on a set of tasks that simultaneously develop conceptual, technical, and analytical skills, while introducing various approaches to design methodology, specifically two- and three-dimensional composition, transformational operations, analytical/comparative studies, and the exploration of the relationship between architectural space and its site and use. Students will be expected to reflect on and synthesize all lessons, identify their strengths and interests, then take risks by venturing beyond perceived minimum expectations.

COURSE GOALS AND LEARNING OUTCOMES

Successful completion of this course demands a skillful and rigorous demonstration of the following:

- 1.** the conceptual, technical, critical, and analytical skills required to formulate, develop, evaluate, and articulate a coherent design proposal;
- 2.** the ability to raise thoughtful and precise questions, reach well-reasoned and informed conclusions, and test them against relevant criteria and standards, both in existing and proposed work;
- 3.** the ability and intuition to effectively manipulate basic architectural elements and relations: form, space, structure, order, proportion, mass, surface, light, program, site, scale in relation to the human body, and an understanding of material properties;
- 4.** the ability to apply the fundamental elements of architecture (walls, openings, floors, roof, and stairs) to design a building with clear and appropriate program and site relationships; and
- 5.** the ability to effectively communicate an architectural idea at each stage of the design process verbally, and through two- and three-dimensional drawing and model.

INSTRUCTION

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Instruction occurs through individual meetings between faculty and students, seminars, and group reviews. The class will be divided into six sections, each working with a different faculty member, and rotating five times during the term. Within the common framework of the assignments, each instructor will provide additional pedagogical direction to their respective section.

SCHEDULE

ARCH 192 is scheduled as follows:

Monday: 9:30 AM - 12:30 PM, 1:30 PM - 5:30 PM ET

Thursday: 9:30 AM - 12:30 PM, 1:30 PM - 5:30 PM ET

Students are required to be present and working for the duration of these scheduled hours. Repeated absences may be cause 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 school events.

STUDIO

The studio is a place of work and study. This does not change with the shift to remote studio. A large component of individual development stems from the experience of and contribution to a collective and cooperative studio setting. The development of a healthy studio culture involves intensive drawing and making as well as a critical and speculative dialogue regarding 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.

The studio is a safe and inclusive environment in which all students can work without unnecessary harassment or distraction.

REMOTE COURSE DELIVERY PLATFORMS AND COMMUNICATION

Studio sessions consist primarily of desk critiques with individual instructors, but will also include lectures, workshops, small group pin-ups and seminars, large group reviews with several instructors, and class meetings. Each project will conclude with a formal review.

During remote learning, the platforms that will be used to deliver, organize, and share course content, learn and work are as follows:

LEARN: Official communication, work submission, and grade recording and release.

MS Teams: Virtual Hub for the course. Used for organizing course documents, scheduling, desk crits, lectures, and discussions.

Miro: Virtual pin up space for the presentation and sharing of work. Used for desk crits and project reviews.

DESK CRITS

Desk crits are opportunities to receive advice specific to each student and each project. All students must have work to present at every desk crit. Faculty may refuse to provide a crit to a student who does not present new work.

Studio faculty will not provide answers, but will offer advice and prompts to aid in the development of critical thinking. The project and the decisions are ultimately the student's responsibility. To cite misunderstood advice as the reason for poor work is an evasion of this responsibility.

REVIEWS

Formal reviews of each student's work will be scheduled at the end of each project. These reviews are held publicly with the feedback intended to provide students with a better understanding of their own work, its strengths, areas for improvement, and to open broader discussions about architecture. Reviews are an important teaching and learning tool. Any criticism is intended to be constructive and educational.

Reviews are not evaluative. The 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.

It is extremely important for each student to participate not only in the review of their own work, but in the reviews of their fellow students' work. During reviews, students are encouraged to ask a classmate to take notes on their behalf. Desk crits and review sessions should not be audio or video recorded without the approval of the instructor.

ASSIGNMENTS

The design studio is a laboratory and workshop as well a classroom. In studio, students learn through drawing and making. Ideas are shaped through a continuous process of experimentation, production, and reflection. It is through this iterative process that designs are developed, critically evaluated, reworked and refined - over and over again.

There is no single correct answer to a studio project, or a strictly linear or formulaic process to arrive at a solution. The skills and insights gained from previous studio projects and personal inquiries, along with the theoretical, historical, and technical knowledge obtained across all courses are synthesized into cohesive propositions through a process of informed speculation.

There are four assignments for ARCH 192. While the objectives of each project overlap, they each have a specific focus, providing a diversity of conceptual and technical strategies and practices. These assignments also provide opportunities for the development of representational tools, and with the support of ARCH 110, an understanding of the techniques and uses of orthographic, paraline, and perspective drawings. The term will culminate in an extended project for the design of a small building of limited complexity that will synthesize the skills acquired through the earlier projects.

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	What's Cooking	20%
Project 2	Unit	15%
Project 3	Case Study	15%
Project 4	House	50%

Detailed descriptions and lectures will introduce each project.

Students are required to document all assignments digitally and post them on the ARCH 192 LEARN site. Grades for each assignment will not be released until this documentation has been received.

LATE WORK

All projects are due in class at the specified time and date. Assignments that are handed in late will receive 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 Coordinator 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>).

EVALUATION

All projects will be assessed on the following general criteria:

- Ambition, clarity, appropriateness, and effectiveness 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 the 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 course.

Students must complete all projects and obtain a passing average 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.

RECOMMENDED READING

Readings associated with each project 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 be provided frequently in studio discussions, and you have an obligation to research these references.

COMMUNICATION WITH STUDIO FACULTY

It is required that all students use their uwaterloo.ca account for all official academic correspondence, and check this email account regularly. Students should ensure that their LEARN account is active, and that notifications are turned on for all required remote course delivery platforms.

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 sent by email to the studio coordinator.

COURSE TIME ZONE

All dates and times communicated in the document are expressed in Eastern Time (local time in Waterloo Ontario, Canada). From September 8 – October 24, 2020 times are indicated in Eastern Daylight Time (EDT, UTC—4:00) and from October 25 – December 31, 2020, times are indicated in Eastern Standard Time (EST, UTC—5:00)

FALL 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.

STUDENT NOTICE OF RECORDING

The course's official Notice of Recording document is found on the course's LEARN site. This document outlines shared responsibilities for instructors and students around issues of privacy and security. Each student is responsible for reviewing this document.

All live lectures, seminars and presentations including questions and answers will be recorded and made available through official course platforms. Students wishing not to be captured in the recordings have the option of participating through the direct chat or question and answer functions in the meeting platform.

Individual desk crits/meetings and small group seminars will not be recorded.

MENTAL HEALTH SUPPORT

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

EQUITY, DIVERSITY, AND INCLUSION COMMITMENT

At the School of Architecture, we are committed to foster and support equity, diversity and inclusion. We recognize however, that discrimination does occur, sometimes through an isolated act, but also through practices and policies that must be changed. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against LGBTQ2S+, or disability, there are different pathways to report them:

1. If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.
2. You can reach out to either the undergraduate ([Donna Woolcott](#) or [Maya Przybylski](#)), graduate office ([Nicole Guenther](#), [Lola Sheppard](#), or [Jane Hutton](#)), or director ([Anne](#)

[Bordeleau](#)). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.

3. You may also choose to report centrally to the Equity Office. The Equity Office can be reached by emailing equity@uwaterloo.ca. More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.

UNIVERSITY POLICIES

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.

STUDY SECTIONS

A

Fawaad Ahmed
Jillian Bridgman
Eric Duplessis
Sarah Abdulkarim
Ian Bryane
Maggie Claus
Meghan Engelen
Sammy Huang
Brianna Klei
Catherine Lian
Kinna Mistry
Kimia Safdarzadeh
Amy Shin
Sydney Symak
Edward Wu
Gracey Zhong

D

Alex Bae
Audrey Chen
Khyati Danak
Liam Engel
Grishaa Ganesh
Sebrina Bank Joergensen
Jun Kim
Valarie Leung
Carlotta Mace
Isabella Markham
Azana Saunders
Ezra Saunders
Wang Wang
Laura Yang
Laurie Zeng

B

Abeer Ali
Nathan Choi
Simone Darveau
Avina Gonen
Samya Jain
Youngjin Kim
Amy Li
Andrew McDonald
Soeun Park
Isabella Radusinovic
Aashka Shah
Aaron Wong
Loriane Wong
Cynthia Zhang
Brian Zheng

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Jenny Chen
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Renee Fang
Jack Ironside-Owen
Emily Kok
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Michael Salib
Lora Tarassov
Lydia Xia
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Sarah Yang

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Alvin Chen
Jiadi Dai
Jake Farquharson
Morgan Jacobson
Hanna Jaglarz
Boris Lam
Catherine Leung
Kailing Mai
David Mehta
Roksolana Ozerianska
Naya Sanchez
Stephanie Taban
Audrey Thebaud
Athena Walker
Juan Juan Yin

F

Matthew Baker
Charles Barber
Nisha Bhatella
Kristen Chow
Jan Hendrikse
Ellie Kingsley
Leanne Li
Tara Natalia
Danny Pang
Patricia Poiana
Nicole Rubinstein
Megan Sousa
Hannah Wonnacott
Sabrina Xie
Daisy Zhang

SCHEDULE

WEEK 1

Thu Sept 10	PROJECT 1 ASSIGNED P1 intro Lecture Seminars
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WEEK 2

Mon Sept 14	Desk crits
Thu Sept 17	Desk crits

WEEK 3

Mon Sept 21	Desk crits PROJECT 1 DUE (5:00 PM ET)
Thu Sept 24	PROJECT 1 REVIEW PROJECT 2 ASSIGNED P2 Intro

WEEK 4

Mon Sept 28	Desk crits
Thu Oct 01	Desk crits

WEEK 5

Mon Oct 05	Desk crits PROJECT 2 DUE (5:00 PM ET)
Thu Oct 08	PROJECT 2 REVIEW PROJECT 3 ASSIGNED P3 Intro

WEEK X

Mon Oct 12	STUDY WEEK
Thu Oct 15	

WEEK 6

Mon Oct 19	Desk crits
Thu Oct 22	Desk crits

WEEK 7

Mon Oct 26	Desk crits PROJECT 2 DUE (5:00 PM ET)
Thu Oct 29	PROJECT 3 REVIEW PROJECT 4 ASSIGNED P4 Intro

WEEK 8

Mon Nov 02	Lecture Charette
Thu Oct 05	Desk crits

WEEK 9

Mon Nov 09	Lecture Desk crits
Thu Nov 12	Desk crits

WEEK 10

Mon Nov 16	PROJECT 4 INTERIM REVIEW
Thu Nov 19	Desk crits

WEEK 11

Mon Nov 23	Lecture Desk crits
Thu Nov 26	Desk crits

WEEK 12

Mon Nov 30	Desk crits
Thu Dec 03	Desk crits

WEEK 13

Mon Dec 07	Desk crits
Wed Dec 09	PROJECT 4 DRAWINGS DUE (5:00 PM ET)
THU DEC 10	PROJECT 4 FINAL REVIEW

HOW TO BE A SUCCESSFUL STUDENT

Do This:

- Push yourself beyond your comfort zone.
- Trust your eye and trust your gut.
- Identify your interests and skills.
- 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.
- Look at lots of images; figure out what you like and what you don't, ask why – this is how your intuition will develop.
- 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.
- If someone suggests you study a specific building or the work of an 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.