

# 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.

## FACULTY FACILITATORS

Rick Andrighetti (he/him)  
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## TEACHING ASSISTANTS

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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 program. 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 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**

Instruction occurs through individual meetings between faculty and/or TAs and students, seminars, group pinups, and workshops. Each project will conclude with a formal review. The class will be divided into five 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**

Monday (remote):	9:30 AM - 12:30 PM, 1:30 PM - 5:30 PM ET
Thursday (in-person/remote):	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 without cause 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, study, and collaboration. 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. 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**

During hybrid 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:** Remote lectures, remote desk crits, scheduling, course documents.

**Miro:** Virtual pin up space for presenting and sharing work. Used for remote desk crits and project reviews.

## **DESK CRITS**

Desk crits are opportunities to receive feedback specific to each student and each project. All students must have work to present at every desk crit. 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 deeper understanding of their 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. It is important for students to participate in the review of their own work, as well as the reviews of their colleagues' work. Reviews are not evaluative. The review may not be a reliable indication of the project's final grade. Desk crits and reviews may not be recorded without the approval of the instructor.

## ASSIGNMENTS

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 explorations, 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 projects each with a specific pedagogical 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 drawing. The term will culminate in the design of a small building to synthesize the skills acquired through earlier projects.

A schedule of important dates and deadlines is included at the end of this document. 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. The grade breakdown for the assignments is as follows:

Project 1	20/20 Model	15%
Project 2	Pavilion	20%
Project 3	Case Study	15%
Project 4	Friends, Not Fences	50%

## LATE WORK

All projects are due at the specified time and date. Students are granted one project late pass for the term. This allows students one 24-hour extension on either Project 1 or Project 2 without penalty and without request for accommodation. If used, this late pass may not interfere with attendance or deadlines in other courses. Only in the case of a documented medical or personal reason will additional late work be accepted, and only if these have been officially submitted to the Undergraduate Student Services Coordinator and accepted by the Undergraduate Office.

Students are also granted one desk crit attendance pass for the term where an absence and/or lack of work will not be penalized in the participation component of the project grade. It must be understood that missing a desk crit may put a student behind and there will be need for catch up, without the opportunity for feedback.

Students seeking accommodations due to COVID-19, are to follow the accommodations outlined by the university [here](#).

## **PASSING GRADES**

The minimum passing grade is 60% for all studio courses. Grades below the specified passing grade result in a course failure.

## **EVALUATION**

Evaluation occurs in confidential sessions by the studio faculty working as a group, in which all critical aspects of each project are considered. The specific basis for the evaluation of each project will be identified in individual project assignments. In addition, grading will reflect student attendance, 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.

## **COMMUNICATION WITH STUDIO FACULTY**

Students are required to 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. Failure to read communications will not be accepted as an excuse for late, incomplete, or unacceptable work.

Discussions concerning individual projects or any other matter requiring direction, confirmation or advice from faculty 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). Eastern Standard Time (EST, UTC – 05:00) applies November to March and Eastern Daylight Time (EDT, UTC – 04:00) applies from March to November.

## **IN-PERSON ACTIVITIES PLANNING**

If course activities are impacted by a change in restrictions to in-person activities, such as changes in room occupancy limits, the instructor will communicate updated in-person activity plans. These plans may alter student plans for in-person activities.

## **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](#) 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**

We all need a support system. We encourage you to seek out mental health supports as needed. Please reach out to [Campus Wellness](#) and [Counselling Services](#).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. [Good2Talk](#) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

## **EQUITY, DIVERSITY, AND INCLUSION COMMITMENT**

We are committed to foster and support equity, diversity, and inclusion. We recognize 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 office, Graduate office, 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 can choose to report centrally to the Equity Office. More information on the functions and services of the equity office can be found [here](#).
4. Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service. The initiatives include but are not limited to formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their online form.

## UNIVERSITY POLICIES

**Academic integrity:** 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 or about “rules” for group work 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](#) 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.

## SCHEDULE

### WEEK 1

<b>Thu Sept 9</b>	PROJECT 1 ASSIGNED P1 intro Seminars
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### WEEK 2

<b>Mon Sept 13</b>	Desk crits
<b>Thu Sept 16</b>	Desk crits

### WEEK 3

<b>Mon Sept 20</b>	Desk crits <b>PROJECT 1 DUE (5:30 PM ET)</b>
<b>Thu Sept 23</b>	PROJECT 1 REVIEW PROJECT 2 ASSIGNED

### WEEK 4

<b>Mon Sept 27</b>	Desk crits
<b>Thu Sept 30</b>	Desk crits

### WEEK 5

<b>Mon Oct 04</b>	Desk crits <b>PROJECT 2 DUE (5:30 PM ET)</b>
<b>Thu Oct 07</b>	PROJECT 2 REVIEW PROJECT 3a ASSIGNED

### WEEK X

<b>Mon Oct 11</b>	<b>STUDY WEEK</b>
<b>Thu Oct 14</b>	

### WEEK 6

<b>Mon Oct 18</b>	PROJECT 3b ASSIGNED P3 Intro Desk crits
<b>Thu Oct 21</b>	Desk crits



**WEEK 7**

<b>Mon Oct 25</b>	Desk crits <b>PROJECT 3 DUE (5:30 PM ET)</b>
<b>Thu Oct 28</b>	PROJECT 3 REVIEW PROJECT 4 ASSIGNED

**WEEK 8**

<b>Mon Nov 01</b>	Lecture Charette
<b>Thu Nov 04</b>	Desk crits

**WEEK 9**

<b>Mon Nov 08</b>	Lecture Desk crits
<b>Thu Nov 11</b>	Desk crits

**WEEK 10**

<b>Mon Nov 15</b>	PROJECT 4 INTERIM REVIEW
<b>Thu Nov 18</b>	Desk crits

**WEEK 11**

<b>Mon Nov 22</b>	Lecture Desk crits
<b>Thu Nov 25</b>	Desk crits

**WEEK 12**

<b>Mon Nov 29</b>	Desk crits
<b>Thu Dec 02</b>	Desk crits

**WEEK 13**

<b>Sat Sept 04</b>	<b>PROJECT 4 MODEL DUE (8:00 PM ET)</b>
<b>Mon Dec 06</b>	Desk crits
<b>Mon Dec 06</b>	<b>PROJECT 4 DRAWINGS DUE (5:30 PM ET)</b>
<b>Thu Dec 09</b>	PROJECT 4 FINAL REVIEW

## SECTIONS

### A

Aatiqah Sarfraz  
Priya Smyth  
Cindy He  
Tina Lin  
Alisa Lau  
Chelsea Wu  
Angenie Mai Phuong Nguyen  
Lana Dang  
Erin Kim  
Gillian Marsh  
Jacquelyne Jane Villaspin  
Derek Shin  
Marc Roel Calosa  
Charles Charlton  
Glory Nasr

### D

Jack Havel  
Christiana Domosaru  
Han Fu (Anne)  
Jhony Li Feng  
Dakota Casey Bacchus  
Jackson Adams  
Kristian Tolovski  
Joudy Kusaibati  
Jasmine McRorie  
Matthew Glenn Beecroft  
Brooke Kelleher  
Ella Caudle  
Avery Thorne  
Agnes Mau  
Nazia Nusrat

### B

Matylda Schwartz  
Sophie Jinhong Rioux  
Angela Cai  
Grace Luong  
Arkin Kathuria  
Molly McCormack  
Samira El Badaui  
Shriyan Mistry  
Michael Ian Kay  
Iain Mattan Jin  
Jenna Jardin  
Ling Long Yang  
Frank Ouyang  
Sadie Berzins  
Caelan Shaw

### E

Jasper Linton  
Khadeejah Kazi  
Sivapriya Janakiraman  
Nathan Man  
Mrsal Rashed  
Nathan Chan  
Selcen Elif Aydar  
William Wright Guinane  
Jenny Hu  
Moye Lysiane Ines Kouakou  
Xiuting Shi  
Yevheniya Stepanyuk  
Kyra Hiltz  
Alisha Ali  
Solotiana Fitahianjanahary Raelisonandrasana

### C

Mya Proulx  
Sam White  
Snow Jia  
Gabriel Osmond  
Orian Broza  
Ellen Lin  
Rona Kong  
Yi Wen (Alex) Li  
Leif Lovlin  
Avory Lai  
Areeba Saleem  
Dorcas Ng  
Isha Grewal  
Dua Junaid